



香港大學
THE UNIVERSITY OF HONG KONG

Code-switching among Youngsters from Jakarta and Hong Kong: A Crosslinguistic View

Law Kai On Peace | Cheung Kwok Kuen Jacky

General Linguistics, School of Humanities, The University of Hong Kong, Hong Kong SAR

Abstract

Upon our arrival in Indonesia, we could already hear people of different ethnicities seamlessly switching between various languages. Inspired by the way young people from Jakarta code-switch different languages and dialects, our project aims to observe and investigate (i) patterns of code-switching among young people in Jakarta, (ii) key factors that influence their code-switching behavior and (iii) some similarities and differences in code-switching behavior between Jakarta and Hong Kong. Data were collected via natural conversation elicitation. While analyzing the data, we discovered a great deal of interesting properties in terms of lexicon and syntactic structure, such as the replacement of Indonesian pronouns, subsequent possessors, morphological adaptation and beyond. Possible explanations for such a language alternation include the call for referential and expressive functions, along with various social factors. We concluded that code-switching is a complex behavior of multilinguals, exhibiting high variety in terms of structure, psycholinguistics, and society. It might be difficult to find universal patterns of code-switching, but it seems that code-switching across different speech communities is constrained by a Matrix Language-Frame (MLF).

Keywords: *Code-switching, Code-mixing, Jakarta, Hong Kong, Bahasa Indonesia, Jakarta Malay, Mandarin, Cantonese, Sociolinguistics, Youngsters*

Acknowledgments

Words cannot express our gratitude to Dr. Kofi Yakpo and Mr. Eugene Tam for organizing this 10-day field trip to Indonesia and giving us this once-in-a-lifetime opportunity to have a hands-on experience of collecting and analyzing language data. It was indeed an intellectually and culturally rewarding experience. We would also like to thank them for their invaluable feedback and support throughout our research and writing process.

We are also so grateful to our companions from the Sanata Dharma University (SDU) for their generous support and hospitality. Although our sojourn in Yogyakarta was short, a strong bond has already been forged between us, and we are like a family. Without their help and guidance, we could not have undertaken this amazing journey.

May 2023

Contents

Abstract.....	1
Acknowledgments.....	2
Contents.....	3
1. Introduction.....	5
1.1 Background and Motivation for Our Study.....	5
1.2 South Jakarta and Hong Kong: Two Analogous Cities.....	6
1.3 Research Questions and Objectives.....	8
2. Literature Review.....	9
2.1 Definition of Code-switching.....	9
2.2 Types of Code-switching.....	10
2.2.1 Insertion.....	10
2.2.2 Alternation.....	12
2.2.3 Congruent Lexicalization.....	13
2.3 Code-switching Patterns in Hong Kong.....	15
3. Methodology.....	18
3.1 Data Collection.....	18
3.2 Participants.....	18
3.3 Procedure.....	19
3.3.1 Stage One: Scene Setting.....	19
3.3.2 Stage Two: In-group Conversations.....	19
3.3.3 Stage Three: Follow-up Interviews.....	20
3.4 Data Analysis.....	20

4. Results and Analysis.....	22
4.1 Overview and Major Findings.....	22
4.2 Features and Patterns.....	23
4.2.1 Lexical Choice.....	23
4.2.2 Syntactic Peculiarities.....	26
4.2.3 Morphological Features.....	29
4.3 Functions and Motivations.....	32
4.3.1 Referential Functions.....	32
4.3.2 Pragmatic Functions.....	37
4.3.3 Social Factors.....	40
5. Conclusion.....	42
5.1 Summary.....	43
5.2 Limitations and Recommendations.....	43
References.....	45
Appendices.....	48

1 | Introduction

1.1 Background and Motivation for Our Study

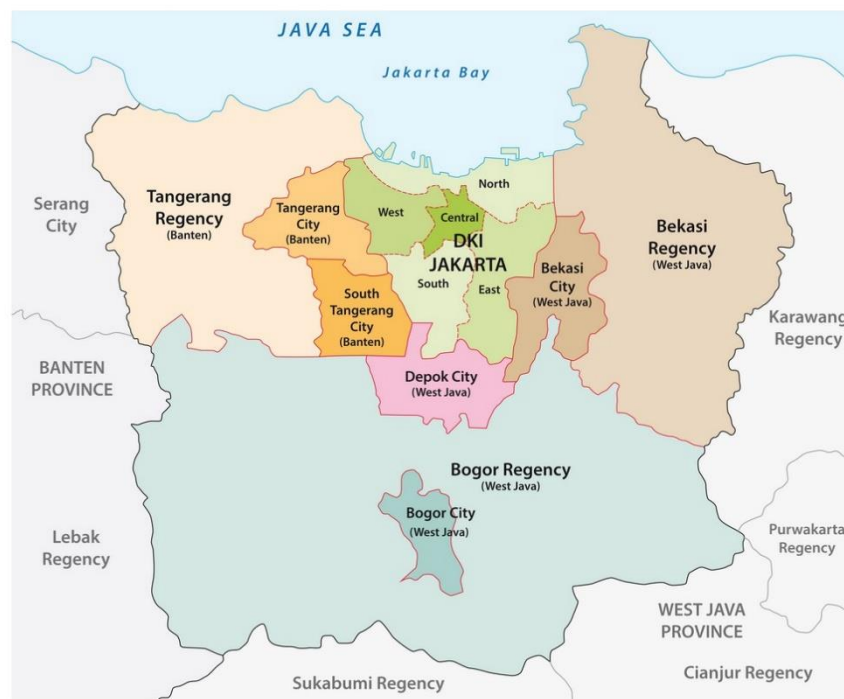
Stepping off the plane onto the Soekarno-Hatta International Airport in Jakarta, we were instantly struck by the vibrant energy and cultural diversity of this bustling metropolis. When we were having our meal at the airport, we could hear people of different ethnicities seamlessly switching between various languages, blending Indonesian, English, and other local dialects with ease. Such a fascinating phenomenon could be observed continuously as we made our way to Yogyakarta.

In the company of students and teachers from the Sanata Dharma University (SDU), we had the privilege of exploring the local markets, malls, museums, and temples around Jogja. During these visits, we had the opportunity to interact with people from different backgrounds, and we discovered that it is not uncommon for their chit-chats to mingle a multiplicity of languages and dialects, which created a linguistically rich tapestry that is intricate and beautiful. From casual street-side conversations to friendly banter on campus, code-switching seems to be a natural part of daily communication in Indonesia.

To our astonishment, we found some Indonesian students code-mixing Mandarin into their conversations. In that moment, this city, albeit utterly foreign to us, gave us a sense of déjà vu unwittingly. What further came as a complete revelation is that some seemingly unrelated languages like Korean could also be noticed. One of our buddies from SDU told us about how people, especially youngsters, from her hometown – Jakarta – can code-switch up to five languages in a conversation. Amazed by this multilingual environment, we would like to delve deeper into the linguistic intricacies that permeate the fabric of Jakarta, which somehow strikes a chord with Hong Kong's cultural and linguistic diversity.

1.2 Jakarta and Hong Kong: Two Analogous Cities

Jakarta, as the capital and largest city of Indonesia, is the economic, political, and cultural center of the country. Home to many international businesses, organizations, educational institutions, and embassies, the Jakarta metropolitan area affords ample commercial and employment opportunities, coupled with its ability to offer a potentially higher standard of living compared with other parts of the country. This has attracted migrants from across the Indonesian archipelago, turning Jakarta into a melting pot of diverse cultures. So pluralistic is Jakarta that it has an ethnically heterogeneous population that includes 36.17% Javanese, 28.29% Betawi, 14.61% Sundanese, 6.62% Chinese, 3.42% Batak, 2.85% Minangkabau, 0.96% Malays, to say nothing of people from other countries (Badan Pusat Statistik, n.d.). Jakarta is also well-connected to the wider world, with an international airport and seaport, acting as a major hub for international trade and travel. It is also situated near the coast, with the Jakarta Bay to the north and the Indian Ocean to the south, providing fertile ground for language contact and multilingualism.



Map 1. The Jakarta Metropolitan Area

Remarkably similar to Jakarta, Hong Kong is also a global financial hub and a highly cosmopolitan city. Known as the gateway to Mainland China and other Asia-Pacific regions, Hong Kong's strategic location has established itself as a leading center for international trade and commerce, attracting numerous multinational corporations and organizations. Characterized as a hybrid of East and West, Hong Kong also has a diverse population, with people from different parts of China as well as other European and Southeast Asian countries such as Nepal, the Philippines, and India, making Hong Kong a dynamic international community. Hong Kong also embraces an international airport – Hong Kong International Airport (HKIA) – which is one of the busiest in the world for international cargo and for air travel in Asia and beyond. In addition, Hong Kong is also a major seaport, which contains one of the busiest container ports across the globe, located on the Victoria Harbour at the heart of the city.

As we can see, there is clearly a close resemblance between Jakarta and Hong Kong – both of them are world cities, recognized as vital centers of commerce, culture, and innovation; both of them are home to people from diverse linguistic and cultural backgrounds; both of them are situated near airports and seaports. Together all these characteristics have given rise to the code-switching phenomenon in their regions.

To start with, their proximity to airports and seaports facilitated international trade and tourism, and by extension, promoted cultural exchange and linguistic diversity. The movement of people from other places, who bring their own languages, dialects, and culture, created a linguistically and culturally diverse environment, where people use code-switching in their daily lives as a means of communication with others who speak different languages or dialects, achieving their communicative needs.

Moreover, these cities are connected to the wider world and influenced by global trends and cultural practices. Their cosmopolitanism and multiculturalism can affect language use and contribute to code-switching. To adopt new cultural ideas from other parts of the world, many people in Jakarta and Hong Kong may use other international languages, particularly English, as a lingua franca to communicate with people from other countries, which could lead to code-switching between English and their own languages.

1.3 Research Questions and Objectives

Indeed, Jakarta and Hong Kong share comparable geographical and demographic features that engender code-switching, but whether their code-behavior displays similar patterns, functions, and motivations is a question worth deliberating. Over the past few decades, there has been a relatively scant amount of empirical work on comparing patterns of code-switching in different speech communities. Therefore, we would like to draw a crosslinguistic comparison of the code-switching phenomenon in Jakarta and Hong Kong by analyzing spoken discourses. Our research questions are as follows:

- What are some patterns of code-switching that can be observed among young people in Jakarta?
- What are some key factors that influence their code-switching behavior?
- What are some similarities and differences in code-switching behavior between Jakarta and Hong Kong?

By answering these questions, we hoped to contribute to a better understanding of the complex dynamics of code-switching and multilingualism in the 21st century.

2 | Literature Review

This section seeks to define code-switching and provide an overview of different types of code-switching, along with a brief description of the situation in Hong Kong.

2.1 Definition of Code-switching

Code-switching (CS), a phenomenon that is coined as old as bilingualism, is proposed by Vogt (1954). Individuals will become bilinguals when they use a language other than his/her native one for a prolonged period of time (Li, 2012), and that CS refers to the (natural) rapid juxtaposition of lexical elements from two languages in a same stretch of discourse of bilingual individuals' (Bullock & Toribio 2009; Chan, 2003; Muysken, 2000). CS is seen as a natural progress from diglossia to bilingualism (Pennington, 1998). Various terms have been used in the literature to describe the phenomena that bilinguals exerting elements from distinct languages. The term code-switching is the most widely adopted one, but scholars define the terms with different ways. One way is that the term CS is exclusively for switches at the sentential level (i.e. inter-sentential CS), whereas the other term, 'code-mixing (CM),' is used to catch the switches at the phrasal or clausal level (i.e. inter-sentential CS). One scholar adopts this differentiation is Muysken (2000), where the dataset in his book mostly covers intra-sentential CS, and he explicitly uses the term CM to narrow down the focus of his book. While most scholars prefer to use CS to include both inter- and intra-sentential CS with stating the prevalent type of switch in the dataset (e.g. Clyne, 2003; Myers-Scotton, 2002). To follow the general tendency of the use CS to encompass switches at phrasal or clausal level and at the sentential level, and also to avoid the negative connotations associated with CM (Li, 1999), we select CS as the term we use in this paper.

2.2 Types of Code-switching

2.2.1 Insertion

Insertion is a process of which material from language A into a structure from language B (Muysken, 2000). This implies that language B is the base, in other words, the matrix language. Insertions have a range of characteristics, and the following will discuss some in detail.

The first is that insertions are usually single constituents. We adopt the Adjacency Principle to analysis CS sentence. The Adjacency Principle states that if two adjacent components of a CS sentence are obtained from the same language, an analysis favored in which these elements also constitute a unit at some level of representation (syntax, processing) (Muysken, 2000). Example shows that by adopting the principle, even though the element wash receives Swahili prefixes, the whole English string, that is wash all the clothes, is considered a single switch.

- (1) Ni-ka-wash all the clothes.
1sg-PST-wash all the clothes
“I washed all the clothes.”

Another detail of insertions is that they are expressed in a nested a b a structure, and that the fragments being separated by b are related. One example is drawn from Quechua-Spanish CS:

- (2) Chay-ta las dos de la noche-ta chaya-mu-yku.
that-AC the two of the night-AC arrive-CIS-1PL
“There at two in the morning we arrive.”

The fragments in Quechua is related. The locative fragment chay-ta and the verb chy-mu-yku is part of the same clause.

The second characteristic is that compared with function words, content words are usually the items being inserted (Van Hout & Muysken, 1994). For example, Yip and Matthews (2016), finds that in the CS produced by the bilingual children being investigated, content words (i.e. nouns, verbs and adjectives in the study) account for 87% of all the CS types (including insertion). Another feature of insertions is that insertions are selected elements, while occasions with adjuncts are much fewer. An instance is that in Spanish, Quechua case like *-ta* 'accusative' and *-wan* 'instrumental' are inserted in Spanish. The final characteristic is that insertions are morphological integration. The example below shows that the Spanish verb *desmaya*, is integrated into Quechua morphologically.

(3) *Desmaya*-chi-pu-ni nuqa-pis.

faint-CAU-BEN-1SG I-also

"I also let (him) faint."

Then how do we determine which language is the base of an utterance? Yet, there is still no a reliable method to distinguish a matrix language that can empirically an independently of structural criteria (Muysken, 2000). Different scholars have tried to propose distinct methods, but they all have their own shortcomings and to determine a matrix language with a single independent criterion may make the judgement inaccurate. Other than abstracting away the importance of a single utterance, multiple discourse-centered ways are investigated. Firstly, in terms of the language of the conversation. It perhaps is the most intuitive method, and that brings out the problems that it is difficult to 'see what purpose is gained and what criteria can be used' Secondly, a structural approach is in terms of left-to-right parsing. This is a method given by Doron (1983), in which the model proposed values a parsing process from left to right, then the first word or string of words (pay attention that interjections, exclamative and adverbial adjuncts are not counted as the first element) in the sentence determines the base

language. Another method is morpheme-counting. It is said that the base language is the language of more morphemes (or words) used in a disclosure (Myers-Scotton, 1993). Example (4) shows an utterance in Moluccan Malay/Dutch CS (Huwae, 1992), where two single Dutch constituents are present in a Malay structure.

- (4) Nou ini laatste avond.
 now DEM last evening
 “Now this is the last evening.”

Nonetheless, none of the discourse-oriented methods can unambiguously guide us to decide the base language, and more theoretical and structural definitions are given.

2.2.2 Alternation

Alternation is a process that two languages between structures from the other language while the languages remain separate (Muysken, 2000). Yet, there are quite a number of characteristics of alternation. Firstly, several constituents are switched in sequence. This is in contrast to insertion where usually only one constituent is involved. Example from French-Dutch shows that after when alternation is performed, sentence planning takes place from French to Dutch, and more than one constituent is switch in Dutch. (Treffers-Daller1994:213):

- (5) Je dois je dois glisser [daanvinger] [hier].
 “I have to insert/my finger here.”

The second feature is non-nested sequences. If the elements being intervended with the intrusive language (i.e. the element that precedes and follows the adjoining language) have no structural relation, it is an occasion of alternation (note that if there is structural relation, it is more likely to be the case of insertion). The example below shows a CS

between Dutch and French, where the Dutch elements being separated by a French constituent, have no syntactic relation.

(6) Bij mijn broer y a un ascenseur en alles.

“At my brother's place,/there is an elevator/and everything.”

The length and complexity of the code-switched items are another important criteria to determining a CS is an alternation. The longer and more complex the code-switched elements, the higher the possibility it is an alternation rather than an insertion. Because there is a decrease in activation of a base language as the length and complexity of the intrusive language progresses. The example attached shows a long and complex instance of alternation, and it is not likely an insertion and congruent lexicalization.

(7) Ze gaan dat arrangeren van binnen voorappartementen te doen

parce que c'es comment dirais-je c'est pas antique c'est classé.

“They are going to arrange that inside to make apartments,/because it is,
how shall I say it, it is not antique it's classified.

2.2.3 Congruent Lexicalization

Congruent lexicalization of material from different lexical inventories into a shared grammatical structure. Both languages contribute the grammatical structure and vocabulary. When not all parts of grammars are shared by the languages, only the major constituents are aligned while the internal structure of the constituents remain intact. Various characteristics of congruent lexicalization, in which we would discuss some apparent features that distinguishes it from insertion and also alternation CS. The first feature is that as the grammatical structure are originated in two languages, there is no base language, and that all categories can be switch in congruent lexicalization. In

contract to insertion where usually only content words are switched, in congruent lexicalization function words can also be switched. (Giacalone Ramat, 1995; Muysken, 2000). Examples below show that closed classes, such as demonstratives, pronouns, auxiliaries can be switched:

- (8) Allemaal van harte welkom op deze avond eh
`All heartily welcome on **this** evening eh.'(Giesbers1989:154)
- (9) Nee ge kuntze zo halen in voorraad gewoon
`No you can just get them, just in stock.'(Giesbers1989:153)
- (10) Sommige elastiekjes zin kapot
`Some rubber bands are broken.'(Giesbers1989:151)

The second and third characteristics is that congruent lexicalization allows bidirectional CS and also back -and-forth switches, again for the reason that there is no base language.

Moreover, morphological integration is always triggered in congruent lexicalization when the morphosyntactic systems are similar. The Ottersum corpus shows that about one-ten of CS involved an intermediate form between the dialect and the standard, and the intermediate form can be phonological, morphological and lexical (Giesbers, 1989).

2.3 Code-switching Patterns in Hong Kong

Hong Kong is a multilingual metropolitan which exhibits Cantonese, English and Putonghua. As a former British colony, Hong Kong adopts both Cantonese and English as official languages (Sung, 2015). Back then, Hong Kong people already perform Cantonese-English CS frequently on a daily basis in all discourses (Setter et al., 2010). When Hong Kong becomes a Special Administrative Region in 1997, the contact with Chinese increases significantly (Chan, 2018). The status of the official language of mainland China, Putonghua, is gaining significance too. This has driven Hong Kong from a bilingual city to trilingual (Cantonese, English and Putonghua) (Wang & Kirkpatrick, 2013). Later, as Hong Kong education promotes biliteracy (written Chinese and English) and trilingualism (Lee & Leung, 2012; Wang and Kirkpatrick, 2015), quite a number of primary schools are now using Putonghua as the medium of instruction. As a result, only less than 20% of Hong Kong people aged 39 or below are not able to speak Putonghua (Bacon-shone et al., 2015).

CS is therefore performed by Hong Kong people substantially every day. Indeed, multiple ethnolinguistic studies are done by different scholars, and they all find difficult to purely use one language in conversation to express their ideas precisely, and some negative connotations (e.g. sounded 'pretentious' in speaking English only, or 'old-fashioned' when using Cantonese only) are labelled to people not performing CS in Hong Kong (e.g. Chan, 2018; Li, 2000; Sung 2010). Using pure code apparently only appears in formal occasion (72.3% in Chan's 2019 study). CS, as a way to 'establish affiliation and membership of the same linguistic community (Cogo, 2007),' is essential to Hong Kong people, and most of the people do not prefer intra-ethnic uses of pure English and Putonghua (Chan, 2018). Hong Kong people usually perform intra-sentential CS (85% quantitatively by Chan, 2019, and qualitatively by Chan, 2003;

Setter et al., 2010; Chan, 2018). Examples below show instances of CS in the Hong Kong context.

Insertion

Cantonese aspect to modify English verbs

English has inflection system which a verb can be inflected to show tense and aspect. However, it is absent in Chinese and Chinese rely on standalone markers to represent tense and aspect. Example below shows that the English is inserted, and Cantonese as the base language, modify the verb, meaning have turned (Yip & Matthews, 2016).

- (11) 點解 turn 咗?
why turn ASP
'Why did it turn?'

Sometimes an inflected English verb may be modified by a Chinese aspect, resulting in double morphological marking (Yip & Matthews, 2016):

- (12) Broken 咗 喇.
broken ASP ASP
'It was broken.'

Cantonese A-not-A structure

English adjectives (content words) can be inserted to Cantonese A-not-A question structure. Example below is the insertion of the English adjective silly into Cantonese. Interestingly, the fragment precedes in only a syllable of the adjective (Yip & Matthews, 2016).

- (13) 佢 呢 si- 唔 -silly 呢?
3SG SFP si- NEG -silly SFP
'Is he/she silly?'

Congruent lexicalization

Wh-movement

In Chinese, wh-words do not undergo movement, rather they are in-situ in object position (e.g. 我們去哪? 'We going where?'). In contrast, English wh-words should be raised to subject position. Example below shows an instance of wh-movement following English word order in Cantonese utterances (Yip & Matthews, 2016).

- (14) What 呢 個?
what DET CL
'What is this?'

However, sometimes wh-in-situ may also occur, as the influence of Cantonese (Cantonese as the base language) (Yip & Matthews, 2000; Yip & Matthews, 2007):

- (15) 呢度 呢 個 what?
LOC DET CLwhat
'What is this one here?'

3 | Methodology

In this section, we will go through how we collected the data, who would take part in the study, what stages were involved in the study, and how we would analyze the data.

3.1 Data Collection

The data on which this monograph relies was collected during our field trip in Yogyakarta, where we gathered three audio recordings of naturalistic code-switching discourse. When it comes to studying speech behavior, most linguists would be unanimous in preferring naturalistic data as the most reliable source. Therefore, we would focus on spontaneous verbal communication among participants, where interaction is more natural, unscripted, and real-time in nature. To gain qualitative insights into code-switching among individuals from Jakarta, we have also interviewed the participants about their uses of code-switching.

3.2 Participants

Through convenience sampling, we have invited a total of six college students (one male and five females aged 20-21) from SDU to participate in the present study, all of whom come from different regions in Jakarta. Most of them are of Javanese or Chinese ethnicity, with one of them from the Betawi ethnic group. They all reported Indonesian as their first language (L1), which seems to be the matrix language. It is noteworthy that all of them can speak and understand at least three languages, and they have a rich linguistic repertoire. They are selected because of their multilingual attributes and diverse backgrounds. Their sociolinguistic profile is shown in Table 1 below.

Table 1. Participants' Sociolinguistic Profile

Subject	Age	Sex	Hometown	Ethnicity	Mother Tongue	Other Languages
A	21	F	Tangerang	Chinese	Indonesian	Jakarta Malay, English, Mandarin
B	21	F	Setiabudi	Chinese, Javanese	Indonesian	Jakarta Malay, English, Korean
C	20	M	Tanjung Priok	Chinese	Indonesian	Manado Malay, English
D	20	F	Kelapa Gading	Javanese	Indonesian	Javanese, English, Korean, Japanese
E	20	F	Tangerang	Betawi	Indonesian	English, Korean
F	21	F	Tangerang	Javanese	Indonesian	English, Korean

NB. All participants were ensured confidentiality and anonymity throughout the study.

3.3 Procedure

There are mainly three stages for collecting our data.

3.3.1 Stage One: Scene Setting

Questionnaires were administered to participants for understanding their sociolinguistic backgrounds, including their hometown, language(s) spoken, family background etc. During this stage, we also informed them about the background of our study and gave them clear instructions on what to do next.

3.3.2 Stage Two: In-group Conversations

Six participants were divided into three groups, with two people in each group for a conversation that last for approximately 10 minutes, which would be recorded. For each

recording session, we would first suggest some everyday discussion topics (see Appendix I), ranging from hobbies and friends to school life and family, which are more informal and casual, compared with other academic or serious topics. As their conversations progress, they are free to talk about a completely new topic. To keep their interactions natural and authentic, all sessions were conducted in a comfortable and relaxed setting, where only the speakers would be in the room.

3.3.3 Stage Three: Follow-up Interviews

After the conversations, we would conduct interviews to ask participants about their word choices, their motives behind code-switching, and their language perceptions, which might be conducive to our further analysis.

3.4 Data Analysis

All three in-group conversations would be transcribed verbatim, enabling us to do content and thematic analysis. Since the utterances are spontaneous and informal, non-speech sounds might occur, like laughing and coughing, which would be filtered out. The transcriptions were checked for accuracy and completeness, and any identifying information was removed to ensure confidentiality. Using the collected transcribed data, we would then identify the patterns and properties of code-switching.

By following this methodology, we hoped to achieve the objectives of the study and answer the following research questions:

- (1) What kind of switches did these multilingual students employ? What are some interesting code-switching properties can be observed? Are there any constraints?
- (2) What are their functions and motivations for code-switching?
- (3) Are these code-switching patterns similar to or different from that in Hong Kong?

Considering that the occurrences of code-switching behavior are sporadic, we would employ different fonts in the code-switching examples that follow in a bid to facilitate the readers' understanding. The coding will be used as follows:

- Indonesian (unmarked)
- *English* (italicized)
- Jakarta Malay (underlined)
- **Korean** (bolded)

4 | Results and Analysis

In this section, we will present our interesting observations on the data culled from the transcribed code-switched utterances, followed by detailed interpretations, and from time to time complemented by information gathered through interviews.

4.1 Overview and Major Findings

Generally speaking, the participants code-switched four languages in their utterances: Indonesian, English, Jakarta Malay, and surprisingly Korean. It is not surprising, though, that Indonesian dominated the conversations among participants, which manifested itself as the matrix language (ML). Other languages serve as embedded languages (EL), where their elements are assumed to be inserted into the morphosyntactic frame of the ML – i.e., Indonesian – according to the Matrix Language-Frame (MLF) model (Myers-Scotton, as cited in Winford, 2003). Indonesian-English code-switching occurred most frequently, followed by Indonesian-Jakarta Malay and subsequently Indonesian-Korean code-switching. Below are some features and patterns that we observed:

Lexical Choice	(a) Replacement of Indonesian Pronouns (b) Use of Proper Nouns (c) Abbreviations and Acronyms (d) Discourse Particles and Hedges (e) Lexical Borrowing
Syntactic Peculiarities	(a) Subsequent Possessors (b) Relative Clauses with “Yang” (c) “Adjectives After Nouns” Word Order
Morphological Features	(a) Reduplication of English Words (b) Morphological Adaptation into English

4.2 Features and Patterns

4.2.1 Lexical Choice

(a) Replacement of Indonesian Pronouns

In Bahasa Indonesia, pronouns are distinguished base on person and formality, as shown in the following table (noting that Bahasa Indonesian differentiate inclusive and exclusive form of *we*):

Pronoun (in English)	Formal	Informal
I	Saya	Aku
You (SG)	Anda	Kamu
He/She/It	Beliau	Dia
We (inclusive)	Kita	Kita
We (exclusive)	Kami	Kami
You (PL)	Anda sekalian	Kalian
They	Mereka	Mereka

We observed CS of pronouns, For Indonesian-Jakarta Malay CS, the first person pronoun *saya/aku* is changed to *gue* in both subject and object position. The second person pronoun *anda/kamu* is changed to *lo* in the subject position. For Indonesian-English CS, first person pronoun *saya/aku* is changed to *I* in both subject and object position (interestingly, *me* should be used in the object position). Finally, for Indonesian-Korean CS, the first person pronoun *saya/aku* is changed to 제]:

	Indonesian-Jakarta Malay		Indonesian-English		Indonesian-Korean	
	Subject pronoun	Object pronoun	Subject	Object	Subject	Object
First	Gue (T1 L103)	Gue (T1 L11)	I (T1 L33)	I (Me in English) (T3 L15)	제 (T3 L14)	/
Second	Lo (T1 L45)	/	You (T3 L30)	/	/	/
Third	/	/	/	Them (T3 L30)	/	/

(b) Use of Proper Nouns

We observed abbreviations in English and Korean. Namely, ML (Mobile Legend, a game) in T2 L44, MBTI (Myers-Briggs Type Indicator) in T1 L98, Jkt (Jakarta) in T2 L88 and finally 맛집 (restaurants with delicious food) in T3 L8.

(c) Abbreviations and Acronyms

We observed abbreviations in English and Korean. Namely, ML (Mobile Legend, a game) in T2 L44, MBTI (Myers-Briggs Type Indicator) in T1 L98, Jkt (Jakarta) in T2 L88 and finally 맛집 (restaurants with delicious food) in T3 L8.

(d) Discourse Particles and Hedges

We observed using discourse particles and hedges in English. The occurrences of English discourse particles, such as oh, well, then, so and or in a sentence that used CS showed how alternation happened. Instances are “you know” in T2 L206, “kind of” and “I guess” in T3 L3.

(e) Lexical Borrowing

We observed the case of loanwords, which are words borrowed from other languages and incorporated into the vocabulary of Indonesian. For example, Yoga in T2 L11, is derived from the Sanskrit Yoga from the Indian culture. The table below summarizes all instances of borrowed words in our transcripts.

Transcript (T) & Line (L)	Borrowed Words
T1 L3-5	film
T2 L2	video
T2 L11	Yoga
T2 L36	café
T2 L41	gossip
T2 L60	laptop
T2 L63	hobbies
T2 L102	golf

However, a special phenomenon is observed during our field trip to Indonesia. We used iPhone there, and iPhone is considered as a luxury due to its relatively unaffordable price to Indonesian. When some kids saw the iPhone we used, they approached us and said iPhone with strong Indonesian accent [itbon], but not [aifon], even though they borrowed the English word.

4.2.2 Syntactic Peculiarities

(a) Subsequent Possessors

In Indonesian, possessive constructions are formed by adding enclitics to the noun phrase that is being possessed (see Table 1), where the possessor comes afterwards. This is different from other languages like English, in which we indicate possession either by adding a possessive enclitic -s (“*John’s book*”) or using possessive adjectives (“*my / your / his book*”). In both cases, the possessor is placed before the possessed.

Table 1. Possessed Forms of *buku* “books”

Pronoun	Enclitic	Possessed Form
aku	-ku	<i>bukuaku</i> (my book)
kamu	-mu	<i>bukumu</i> (your book)
ia	-nya	<i>bukunya</i> (his, her, their book)

As we observed, there is a tendency for code-switched utterances among our participants to adhere to the Indonesian possessive construction – the possessor follows the possessed item. Here are some examples:

(16) Jadi, kayak keluar dari *comfort zone* lo.

So, like out of *comfort zone* 2.SG.

“So, (it’s) like out of your *comfort zone*.”

(17) *Physical energy* que *drained*.

Physical energy 1.SG *drained*.

“My physical energy *drained*.”

In sentence (16), the speaker code-switched to English and Jakarta Malay after the Indonesian phrase “*keluar dari*”, which means “stepping out of” or “getting out of”. But the speaker also placed the pronoun “lo” after the English phrase “*comfort zone*” to serve as the possessive pronoun. As we can see, the code-switched sentence follows the Indonesian possessive construction – the possessed item precedes the possessor.

It is noteworthy that even when the entire sentence does not contain any Indonesian words, the pattern of subsequent possessors can also be seen, as in sentence (17). In this case, “que” follows the English phrase “*physical energy*” to serve as the possessive pronoun, sticking to Indonesian conventions to indicate possession.

(b) Relative Clauses with “Yang”

As a zero-copula language that does not mark verb tense, Indonesian allows a variety of types of relative clause, typically restrictive (Sneddon, 1996). They often use “yang” as a relative pronoun, equivalent to “who” / “which” / “what” / “that” in English. Since Indonesian does not have any copula verbs, the predicate adjective or noun is directly connected to the complementizer “yang” without the use of a copula verb. Such a null copula construction is also present in the code-switched utterances. Take a look at the following examples:

(18) *Yeah, especially like documentaries yang serial killers.*

Yeah especially like documentaries which serial killers

“Yeah, especially like documentaries that (are about) serial killers.”

Most words in sentence (18) are in English, except for “yang”, which is used as a relative pronoun to introduce the noun phrase “*serial killers*”. Although this sentence is mainly English, the speaker chose to use “yang”, immediately followed by the English noun phrase, without adding any copula verbs, which seems to follow Indonesian’s zero copula construction and allows the speaker express herself more flexibly and creatively.

(19) *Lagi hanging out ada orang yang extrovert.*

current hanging out exist people who extrovert

“When hanging out, (there are) people who (are) extrovert.”

Another example can be seen in sentence (19), where the English word “*extrovert*” follows “yang” forthwith, acting as a predicative adjective, in the absence of a copular verb.

(c) “Adjectives After Nouns” Word Order

In Indonesian, adjectives always come after the noun that they modify (Sneddon, 1996), unlike in English where they come before the noun. For instance, in English, we would say “*a red apple*” or “*a green gown*”, but in Indonesian, it would be “*apel merah*” (gloss: apple red) or “*gaun hijau*” (gloss: gown green). As we inspected the code-switched utterances, the speakers also placed adjectives after the noun that they describe.

In sentence (20), the English adjective “*easy-going*” is placed after “orang”, the noun it modifies. Even when the code-switched item is a noun, it is still placed before the adjective, as in sentence (21). The Indonesian adjective “baru” follows the English noun that it describes (i.e., “*insight*”).

(20) Orang *easy-going* lebih kayak *mingle*-nya dapet.

People *easy-going* more like *mingle*-DEF get

“Easy-going people like to *mingle* more.”

(21) Jadi, kita punya *insight* baru.

So, 1.PL have *insight* new

“So, we have new *insights* (now).”

Apart from that, we also discovered that adverbs, especially “banget”, tend to go after the noun, adjective or sentence they describe, although it is not obligatory like adjectives. In sentence (22), the adverb “banget” is placed after the adjective “*different*”, which is not in line with the English syntactic structure (“*very different*”). Another prime

example is sentence (23), where the adverb “banget” comes after the clause that it modifies (i.e., “*this is like the hardest part*”).

(22) Oh, EDM. Kita *different* banget.

Oh, EDM. 1.PL different very.

“Oh, EDM. We are very different.”

(23) Kalau gue tuh, *this is like the hardest part* banget sih.

If 1.SG PRT, this is like the hardest part really PRT.

“For me, this is really like the hardest part.”

4.2.3 Morphological Features

(a) Reduplication of English Words

In Indonesian, reduplication is a prevalent and productive process, where a word is repeated to serve a wide range of functions. One of the most common uses is to form plurals. For instance, the word “buah”, which means “*fruit*” (singular form), can be replicated to indicate non-exhaustive plurality, as in “buah-buah”, which means “*fruits*” (plural form). Another use is intensification of meaning. For example, the adverb “cepat” means “*fast*”, and by reduplicating it as “cepat-cepat”, it can mean “*very quickly*” or “*in a hurry*”. The participants in our study also reproduced this distinctive feature, applying it to other languages. An intensificatory reduplication can be found in sentence (24), where the English adjective “*early*” is repeated to emphasize the time and form a superlative.

(24) Oh, lo yang *early early* gitu ya?

Oh, 2.SG who early early like that right

“Oh, are you (among) the earliest (players)?”

In sentence (25), the English noun “*forest*” is reduplicated, which seems to emphasize the “forest” game mode. After the interview, the speaker said that he wanted to highlight

how characteristic the forest is in the speech. He also provided us with an additional example with pragmatic accentuation in sentence (26), where the English word “child” is repeated to convey a stronger sense of childishness or immaturity. With the negation “bukan”, in other words, it also emphasizes that he has already grown up, asserting his independence and autonomy.

(25) Kalau main *game* biasa-nya *Valo*, terus *Genshin*, terus yang *forest forest* itu loh.

If play game usual-ADV *Valo*, then *Genshin*, then which forest forest that one.

“For games, I usually play *Valo* and *Genshin*, but then the forest one.”

(26) Gue bukan *child child* lagi!

1.SG not child child anymore

“I am not a child anymore!”

(b) Morphological Adaptation into English

Affixation is a prominent feature of Austronesian languages, and Indonesian is no exception. Indonesian heavily relies on affixes with a view of forming words and indicating grammatical relationships such as tense, aspect, gender, and voice (Sneddon, 1996). Therefore, it is possible that the constituents in other languages obtain affixation from Indonesian in a code-switched conversation. “-nya”, a common Indonesian suffix that has multiple functions, occurs frequently with many words, including those in English. Below are some examples of morphologically integrated insertion.

(27) Apa aja sih *activity-nya*?

What just anyway activity-DEF

“Anyway, what’s the activity?”

(28) Kayak gue pengen coba hobi yang lain, yang ada *adrenalin*-nya.

Like I want try hobby that other, that there adrenaline-DEF.

“Like, I want to try another hobby that (spurs) adrenaline.”

In sentence (27), “*activity*” is marked with “-nya”, expressing definiteness. On the other hand, “-nya” in sentence (28) is used with “*adrenaline*” for emphasis – highlighting that she wanted to try hobbies that can make her adrenaline flow but not other less exciting hobbies. Furthermore, in sentence (29), “-nya” is added to “*music*”, acting as an object pronoun to refer back to “*kita*”. Such a versatile suffix is combined with many English words in many contexts serving various purposes.

(29) Kita *taste music*-nya *different* banget.

1.PL taste music-DEF different really

“Our taste in music is really different.”

“-an” is another Indonesian suffix used with English words in their utterances. Typically, “-an” is added to numbers to indicate an approximate quantity or to form generalizations. Therefore, in sentence (30), the suffix is attached to “*thirty*”, indicating that the quantity is approximately thirty. This is similar in meaning to saying “*thirty-ish*” in English.

(30) Ya di-bilang banyak sih engga, *thirty*-an lah.

Yes PFOC-say many anyway not, thirty-APRX PRT.

“Well, not many, around thirty.”

To recapitulate, the excerpts presented above reflect a Matrix Language-Frame (MLF), which imposed structural constraints on the way the participants switch their linguistic codes. Systems morphemes and syntactic structures are mostly from the matrix language (i.e., Indonesian). The way Hong Kong teenagers code-switch might have distinct features, but their patterns are uniformly limited by the MLF.

4.3 Functions and Motivations

From what we have observed, participants switch their codes according to a wide variety of factors, ranging from referential and expressive functions to pragmatic functions and social influences.

4.3.1 Referential Functions

(a) Availability and Translatability

Multilinguals CS because to expressing words that do not exist or there are no equivalents in Bahasa Indonesia. Firstly, some concepts, entities, or locations, are exclusive to a specific culture. It would be difficult to not use the lexemes, or use way of thinking outside the socially distinctive groups of people that originally encode the meaning of the vocabulary. Therefore, some words are not translatable. For example, in Cantonese “一盅兩件” means the action of “yum cha” (i.e. going for dim sum). However, literally, “一盅兩件” resembles the appearance of dim sum, which there is two pieces of dim sum (兩件) in a bamboo container (一盅). If not experience personally, it would be abstract to imagine.

Whereas some jokes have their homophonic counterparts but with completely different meanings, creates a sense of humor in a specific language. This humor is often untranslatable to other languages. For instance, the Cantonese of a person ‘施致真’ is homophonic with ‘C is the answer,’ and it will lose the sense of humor if translated in English (Chan, 2018):

Remember the twister we made for Carrie (施致真)?

Friend A: “Not A, not B.”

Me: “C is the answer!”

Friend B: “That doesn't sound right.”

Finally, if a phrase XXX is replaced by YYY, the meaning is likely to change because they do not have a parallel meaning. We observed some instances of this in our data: Jazz and EDM (music genres) in T1 L46-47 and T1 L48-49 respectively, Pilates (a sport) in T2 L9, Valo and Genshin (game titles) in T2 L6, FPS (computer-related term, frame per second) in T2 L62, finally introvert and extrovert (personality) in T1 L97. They may not be translatable or will lose its exact meaning expressed in English once undergo translation.

(b) Precision

Multilinguals CS to seek for semantic adequacy in other languages. Multilinguals may feel a lack of semantic distinction found in one language. That is one of the reasons why they CS some words from other languages. It is common for speakers of other languages to feel that certain semantic spaces in their own language do not differentiate enough and to use the words of other languages to meet the lack of semantic adequacy in their own language. One clear example is from T1 L94, participant B sometimes feel very socially drained and want to isolate herself. Not only physically her energy is drained, but also mentally she does not have the enough energy to deal with the complex interpersonal relationships. She does not use 'energi terkuras' in Indonesian, which literally just a drainage in energy physically. To make her idea more specific and to encode her more figurative meaning she wants to convey, she then adopts to CS in English. Another example of this is in T1 L95, when B says she would sometimes isolate herself, A asks if it is similar to a kind of restoring power. Again, A does not use 'memulihkan daya' in Indonesian, which literally restoring energy in the physical world, such as charging battery, and has not figurative meaning at all. Therefore, she switched in English to make her idea more specific and to encode her more figurative meaning she wants to convey, that is to calm someone down and try to restore the energy/power

needed for social activities mentally.

(c) Formality

When we communicate, we actively select appropriate words that suit the context. Factors affecting a context include the environment of communication (e.g. office vs home), relative status between people (e.g. employer vs employee, teacher vs student), closeness between the talker and the listener (e.g. colleagues vs siblings), etc. Moreover, in the era of globalization, the need for a word in a certain register is absolute. Borrowing English or other languages' words that may not exist in Bahasa Indonesia is necessary to fulfill the communicative functions.

For formality, all participants are students from the same university. They are all junior year students, implying similar age and status. Moreover, all of them know each other well before the interview and they are friends, therefore they are close with each other. Nevertheless, the environment eliciting them to chat is relax: they talk in a classroom they are familiar with and talk freely without any constraints, the environment is therefore casual. Regarding these, they can speak informally and use more informal and casual words.

Two types of word choice and made based on the consideration of formality and politeness. For formality, they CS for more causal word choice, and avoid using very formal word in Indonesia to make their conversation weird. For formality, for example, in T1 L61, when A asks about the hobby of B, B replies that she likes outdoor activity as she rarely isolates herself. B avoids saying the words luar ruangan (outdoor) and mengasingkan diri (isolate myself) in Indonesian, as they are very formal words and may make the conversation sounds weird. Similar word choice to avoid over formality is

also observed in other utterances, the table below summarizes all instances of this kind in our transcripts.

Transcript (T) & Line (L)	CS in English	Formal Equivalents in Indonesian
T1 L6-7	documentaries	dokumenter
T1 L25	snack	kudapan
T1 107	automatically	secara otomatis
T2 L13	body	badan
T2 L18	holiday	liburan
T2 L28	childhood	masa kecil
T2 L34	no offence	jangan tersinggung

Regarding politeness, an instance is observed. In T2 L32, when the conversation is about the kinds of activity they prefer to do with their friends, D misunderstands the topic is about the duration of time they spend with their peers. To apologize for the misunderstanding, D says 'Sorry sorry.' Instead of using 'maaf,' the word for making apology in Indonesia, she uses CS in English. It is because 'maaf' is only used to older people or socially superior person to show respect.

(d) Principle of Economy

To minimize linguistic effort, speakers tend to use fewer syllables to express the same idea via code-switching (Winford, 2003). As shown in examples below, speakers switch to English, avoiding difficult lexical items and lengthy descriptions. In sentence (31), two English words “*explore*” and “*adventure*” replaced Indonesian words “*mengeksplorasi*”

and “petualangan” respectively. These Indonesian words are not only complicated, but they are also low-frequency vocabulary items, according to our participants. Similarly, in sentence (32), the English word “*mostly*” is adopted in place of the Indonesian equivalent “sebagian besar”. Speakers generally opt for easier and shorter lexical items in their speech, saving their energy. Using code-switching can also help express complex ideas or concepts more efficiently, as in sentence (33). If we are to express the corresponding meaning to “*unsolved mystery*” in Indonesian, it would be like “misteri yang tak terpecahkan” (gloss: mystery that not solved), wherein a relative clause construction, coupled with negation, is constructed. Since the clause is too long and consumes much linguistic effort, it is no wonder that the speakers use other languages to convey meaning in a more concise and efficient manner. In view of this, English is preferred wherever less linguistic effort would be required in comparison with the Indonesian equivalent.

(31) Tapi hobi yang lo pengen *explore* ini, lebih kayak *adventure* gitu?

But hobby that you want explore this, more like adventure that

“But is the hobby that you want to explore more like adventure?”

(32) *Mostly* dari rumah sih, soal-nya di kampus dikit.

Mostly from home anyway, problem-DEF at campus few.

“(They are) mostly from my hometown, I have few (friends) on campus.”

(33) Dari dulu yang kayak *unsolved mystery*, ya nggak?

From past that like unsolved mystery, yes not

“In the past, that’s like unsolved mystery, isn’t it?”

4.3.2 Pragmatic Functions

(a) Emphasis

When speakers choose to code-switch, they may want to emphasize or highlight a particular point or idea (Hammink, 2000). From our collected data, we could find several instances that are in line with this idea. In sentence (34), the speaker used the English word “badminton” instead of the Indonesian phrase “bulu tangkis” to highlight the topic – what he likes. A more noticeable example is sentence (35), where the speaker suddenly switched to Korean, using the phrase “친구”, which seems to draw the listener’s attention to a particular expression and bring up the topic related to friendship.

(34) Gue suka banget *badminton*.

1.SG like really badminton

“I really like (playing) badminton.”

(35) Okie, jadi, lo itu punya banyak 친구 ga-sih?

Okay, so, you that have many friends no-PRT?

“Well, do you have many friends?”

A more salient example is sentence (36), in which the speaker reiterates how much she wants to talk about school life with her friends, rather than love stories, by repeating the same point in another language. Both “perkuliahan” and “*my college life*” refer to the same subject matter, expressing a sense of importance.

(36) Gue tuh suka banget ng-obrol-in tentang dunia

per-kuliah-an, *my college life*.

1.SG PRT like really AV-talk-APL about world

CIRC-college-CIRC, my college life

“I really like to talk about the world of college, my college life.”

(b) Clarification

Sometimes multilinguals may use code-switching to clarify a concept or a message, preventing potential misunderstandings or confusion. As we observed from the data, speakers may reiterate what has been saying in another language to make clarification, showing that they are attentive and respectful. For example, in sentence (37), the speaker used the English word “*multiplayer*” to ensure that she understood the meaning that her partner is conveying (i.e., her partner prefers playing the multiplayer mode in the game). In sentence (38), there is only an English phrase “*future plan*” without any other languages. This utterance seems to summarize what the previous speaker said in Indonesian to ask for clarification, which demonstrates her linguistic and cultural competence and can foster positive relationships with her interlocutor.

(37) Oh, yang *multiplayer* itu?
Oh, that multiplayer that
“Oh, the multiplayer one?”

(38) *Future plan*?
“Future plan?”

(c) Euphemism

Using a different language or dialect is one possible way to avoid causing offence or discomfort to other people (Al-Khatib & Sabbah, 2008). When we communicate taboo or sensitive topics, we tend to use our language in a more indirect and polite manner. Code-switching seems to be an effective means to soften the effect of negative or unpleasant information as it can circumvent direct terms for certain sensitive and culturally embarrassing topics, such as death, sex, or bodily functions.

(39) *Yeah, especially like documentaries yang serial killers.*

Yeah especially like documentaries which serial killers

“Yeah, especially like documentaries that (are about) serial killers.”

In sentence (39), the speaker used an English phrase “*serial killers*” in place of the Indonesian word “pembunuhan”. As she told us during the interview, “pembunuhan” is a taboo word that can be triggering, and it may also violate the rules on social media in Indonesia. She also gave us other examples that are imported from English as euphemism, including “*rape*” for “pemeriksaan”, “*suicide*” for “bunuh diri”, “*mental illness*” for “sakit mental”, “*bra*” for “kutang”. By using another linguistic code, speakers can easily signal to their listeners that they are discussing a sensitive topic without using explicit or potentially offensive terms, which is a crucial strategy for managing social interactions and avoiding potential conflicts.

4.3.3 Social Factors

(a) Globalization

With the advancement in technology, transportation, communication, etc., the world is more integrated. As a multicultural metropolitan, amidst a more globalized world, the chance to communicate with non-native people in Jakarta or in general Indonesia is not uncommon. For instance, the international business trade of Indonesia is increasing. Natives have to negotiate with foreigners for a deal. Therefore, they learn more languages, and naturally, perform CS when communicate with the counterparts. Another instance is the social media influence. To appeal to broader audience and get more subscribers to earn more, video makers tend to use English, as it is the most used language in the world. Another example with respect to our data is the influence of K-pop/K-drama. In T3 L1, instead of saying 'teman' (friends) in Indonesian, E adopts the Korean words '친구.' Indeed, knowing others' age to confirm the relative status is of paramount importance in Korea. As a country promoting Confucianism, people need to follow the order of birth and show absolute respect to older people. Only peers who are born in the same year can be real friends in Korea, at least in the Korean language system. Therefore, age-confirming scene is very common in K-drama. The word '친구,' is used subsequently in K-drama in relative high frequency because of this. We can see the shadows of Korean influences in Indonesia. For example, Therefore, Korean culture can be easily accessible to Indonesian too, especially for youngsters. It may be the motivation why the participant uses Korean CS in the conversion. Another application of Korean CS is '맛집.' In T3 L8 (restaurants with delicious food). There are a bunch of TV shows dedicating to exploring yummy food in Korea. This may be a channel the participant get influenced by Korean culture and uses CS in Korean. The interview with participants confirms the motivation abovementioned. The participants reveal that teenagers in Indonesia are heavily influenced by Korean culture. She watches Korean

dramas and TV programs every day for at least two hours. Not only merely listening to utterances in dramas and TV shows, they are so interested in Korean that they are learning it formally in language school. The influence is further supported by the program their university offered: there are either private or collective program to learn Korean in Sanata Dharma University.

(40) Oke, jadi, lo itu punya banyak 친구 ga-sih? maksud-nya, kalo di Tangerang.

Okay, so, you that have many FRIENDS no-PRT? mean-DEF, if in Tangerang.

“Well, do you have many friends? I mean in Tangerang.”

(41) Ummm... dul with my junior high friends, that sometimes... ya kalodi Jakarta

hmmm... formerly with my junior high friends, that sometimes... yeah if at Jakarta

paling where sih? most ke mall... watching... or sometimes

most where PRT most to mall... watching... or sometimes

맛집 or no sometimes we would hanging out at home

restaurants with delicious food or no sometimes we would hanging out at home

friends at wrong one friends me

friends at wrong one friends me

“Hmmm... sometimes... But if in Jakarta, what place is usually visited?”

Yeah, go to the mall or restaurants with delicious food or sometimes we meet in our friend’s house.”

5 | Conclusion

5.1 Summary

Overall, our study has provided a comprehensive analysis of code-switching behavior among young people from Jakarta. We have identified a number of features and patterns in terms of their lexical choice, syntactic peculiarities, and morphological features. We have also expounded on their functions and motivations behind code-switching. All results were compared with the situation in Hong Kong, and we found that Indonesian code-switching involves replacement of Indonesian pronouns, relative clause “yang” construction, possessive construction, morphological adaptation, which seem to be their distinctive features. By contrast, other properties like the use of proper nouns, discourse particles and hedges, and lexical borrowing are similar to the style of Hong Kong code-switching.

Although some features may seem ungrammatical in some languages, it is crucial to note that code-switching should not be confused with poor command of either language, as it is a natural and valid form of multilingual communication. In fact, code-switching is a highly sophisticated linguistic tool used by multilinguals. Frequent use of code-switching can even relate to the high language competence of multilinguals in all languages. Applying code-switching with respect to different constraints (as seen in the features of insertion, alternation and congruent lexicalization) highlights the complexity of human brain dealing with psycholinguistics too.

We have to recognize, then, that sometimes we simply cannot account for switches. Jakarta is a multilingual city where language switching is very common. When people are equally fluent in three or more languages, it is often difficult to explain why they use one rather than another. Moreover, the social background of individuals differs

drastically, and this alters the choice of code-switching in context. Therefore, with the complexity of the human brain and the society, the strive for a universal structure of code-switching is complex, if not impossible.

5.2 Limitations and Recommendations

5.2.1 Sample Size and Bias

One limitation of this study is the sample size, which may limit the generalizability of the findings. Another limitation is the use of convenience sampling, which may introduce bias in the sample selection. However, the strengths of this study include the use of natural conversations, which provide a rich and authentic source of data, and the use of both qualitative and quantitative methods, which allow for a comprehensive and nuanced analysis of the data.

5.2.2 Scope of Prompt Questions

While giving prompt questions to participants may elicit them to discuss a certain topic, this potentially decreases the variety of the data. By giving the same set of questions to different groups of participants, this can efficiently narrow down the topic and can yield a more in-depth discussion and to observe the CS patterns in detail. However, this inevitably means that the data we collected may be less varied, as they are all focused on certain topics. However, narrowing down the topic has an advantage, that is to allow us to do between-group comparison. As the topic is fixed, the difference in CS patterns may reveal the linguistic habit, social background of an individual. Moreover, the prompt questions focus on school settings only, which may not provide enough context to elicit diversified communication. Future research can include more prompt questions, covering more aspects of life.

5.2.3 Sake of Privacy

Another limitation is raised by our participants. Although it is clearly stated in the beginning of the study that the data collected will solely be used for research purposes and the personal information will be hidden before publication, some of them are still concerned about their anonymity. They reported they feel a bit nervous and awkward that the conversation is being recorded and may hinder the use of CS during the elicitation. Therefore, for the sake of privacy, they avoid speaking sensitive topics, or adopt to use milder, less sensitive words.

References

- Al-Khatib, M., & Sabbah, E. H. (2008). Language choice in mobile text messages among Jordanian university students. *SKY Journal of Linguistics*, 21(1), 37-65.
- Badan Pusat Statistik. (n.d.). <https://www.bps.go.id/>
- Bullock, B. E., & Toribio, A. J. (2009). *The Cambridge Handbook of Linguistic Code-switching*. Cambridge University Press.
- Chan, B. H. S. (2003). *Aspects of the syntax, the pragmatics, and the production of code-switching: Cantonese and English*. New York: Peter Lang.
- Chan, K. L. R. (2018). Being a 'purist' in trilingual Hong Kong: Code-switching among Cantonese, English and Putonghua. *Linguistic Research* 35(1), 75-95.
- Chan, K. L. R. (2019). Trilingual code-switching in Hong Kong. *Applied Linguistics Research Journal*, 3(4), 1–14.
- Clyne, M. (2003). *Dynamics of Language Contact: English and Immigrant Languages*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511606526>
- Cogo, A. (2007). Accommodating difference in ELF conversations: a study of pragmatic strategies. In Anna Mauranen and Eline Ranta (eds.), *English as a lingua franca: Studies and findings* (pp. 255-273). Newcastle: Cambridge Scholars Press.
- Doron, E. (1983). On a formal model of code-switching. *Texas Linguistic Forum*, 22, 35-59.
- Giacalone, R. A. (1995). Code-switching in the context of dialect-standard language relations. In Milroy and Muysken (eds.), *One Speaker, Two Languages* (2nd ed., pp. 45-67). Cambridge: Cambridge University Press.
- Giesbers, H. (1989). *Code-switching tussen dialect en standaardtaal*. Amsterdam: Publicaties van het P.J. Meertens Instituut 14.

- Hamminck, J. E. (2000). *A comparison of the code switching behavior and knowledge of adults and children*. Retrieved on March, 28, 2007.
- Hout, R. V. & Muysken, P. (1994). Modelling lexical borrowability. *Language Variation and Change*, 6, 39-62.
- HuwaeË, Rosita 1992, 'Tweetaligheid in Wierden: het taalgebruik van jongeren uit een Molukse gemeenschap', MA thesis in linguistics, Universiteit van Amsterdam.
- Lee, K. S. and Leung, W. M. (2012). The status of Cantonese in the education policy of Hong Kong. *Multilingual Education* 2(2), 1-22.
- Li, C. S. D. (2000). Cantonese-English code-switching research in Hong Kong: a Y2K review. *World Englishes* 19(3), 305-322.
- Li, D. C. S. (1999). Linguistic convergence: impact of English on Hong Kong Cantonese. *Asian Englishes*, 2(1), 5-36.
- Lin, A. Y. M. & Li, D. C. S. (2012). Codeswitching. In M. Martin-Jones, A. & A. Creese (Eds.) *The Routledge handbook of multilingualism* (pp.470-481). Routledge.
<https://doi.org/10.4324/9780203154427>
- Muysken, P. (2000). *Bilingual Speech: A Typology of Code-Mixing*. Cambridge: Cambridge University Press.
- Myers-Scotton, C. (1993). *Duelling languages : grammatical structure in codeswitching*. Clarendon Press.
- Myers-Scotton, C. (2002). *Contact linguistics : bilingual encounters and grammatical outcomes*. Oxford University Press.
- Pennington, M. C. (1998). *Perspectives on language in Hong Kong at century's end*. In Martha C. Pennington (ed.). Hong Kong: Hong Kong University Press.
- Setter, J., Wong, C., & Chan, B. (2010). *Hong Kong English*. Edinburgh: Edinburgh University Press.

- Sneddon, J. N. (1996). *Indonesian : a comprehensive grammar*. Routledge.
- Sung, C. C. M. (2010). Being a 'purist' in Hong Kong: to use or not to use mixed code. *Changing English* 17(4), 411-419.
- Sung, C. C. M. (2015). Hong Kong English: linguistic and sociolinguistic perspectives. *Language and Linguistics Compass* 9(6), 256-270.
- Treffers-Daller, J. (1994). *Mixing two languages, French-Dutch contact in a comparative perspective*. Berlin: Mouton de Gruyter.
- Wang, L. X. & Kirkpatrick. A. (2013). Trilingual education in Hong Kong primary schools: a case study. *International Journal of Bilingual Education and Bilingualism* 16(1), 100-116.
- Wang, L. X. & Kirkpatrick. A. (2015). Trilingual education in Hong Kong primary schools: an overview. *Multilingual Education* 5(3), 1-26.
- Winford, D. (2003). Code switching: Linguistic aspects. *An introduction to contact linguistics*, 126-167.
- Yip, V., & Matthews, S. (2016). Code-Mixing and Mixed Verbs in Cantonese-English Bilingual Children: Input and Innovation. *Languages (Basel)*, 1(1), 4. <https://doi.org/10.3390/languages1010004>

Appendices

Appendix I. Suggested Discussion Topics

Below is a set of prompts for your discussion:

1. Hobbies

- (a) What are your hobbies?
- (b) Are there any new hobbies that you would like to take up?
- (c) How much time do you spend on your hobby?
- (d) What do teenagers like doing in your country?

2. Friends

- (a) Do you have many friends?
- (b) How do you spend time with your friends?
- (c) What kind of people do you like to have as friends?
- (d) How important is it for you to keep friends?

3. Hometown

- (a) Where is your hometown?
- (b) Is there much to do in your hometown?
- (c) What is special about your hometown?
- (d) Do you enjoy living there? What are the good things?

Feel free to talk about anything else you think is interesting or important.

Appendix II. Transcript 1

Line	Participant	Transcription
1	A	¹ Jadi, ² lo ³ kalau ⁴ hobi ⁵ biasa-nya ⁶ ng-apa-in?
		¹ So, ² you ³ if ⁴ hobby ⁵ usual-def ⁶ av-what-apl
		“So, what do you usually do as a hobby?”
2	B	¹ Biasa-nya, ² hobi-nya ³ tuh ⁴ <i>sometimes</i> ⁵ gue ⁶ suka ⁷ nonton ⁸ <i>Netflix</i> .
		¹ Usual-DEF, ² hobby-DEF ³ prt ⁴ sometimes ⁵ I ⁶ like ⁷ watch ⁸ <i>Netflix</i> .
		“Usually, my hobby is sometimes I like to watch Netflix.”
3	A	<i>Okay. So, Netflix, so like watching films.</i>
		--
		“Okay. So, Netflix, so like watching films.”
4	B	¹ Iya, ² nonton ³ <i>film</i> ⁴ <i>but it could be also a part of learning</i> ⁵ juga.
		¹ Yes, ² watch ³ film ⁴ but it could be also a part of learning ⁵ too.
		“Yes, watch films but it could be also a part of learning too.”
5	A	¹ Iya, ² sih. ³ Karena ⁴ kita ⁵ belajar ⁶ banget ⁷ nggak ⁸ sih, ⁹ dari ¹⁰ <i>film</i> ?
		¹ Yes, ² PRT. ³ Because ⁴ we ⁵ learn ⁶ really ⁷ not ⁸ PRT ⁹ from ¹⁰ film?
		“Yes, right. Because we really learned from a film, isn’t it?”
6	B	¹ Iya, iya, iya, iya. ² Apalagi, ³ gue ⁴ nonton ⁵ <i>documentaries</i> . ⁶ itu ⁷ tuh ⁸ kita ⁹ jadi ¹⁰ lebih ¹¹ kaya ¹² bisa ¹³ <i>going deeper to the case</i> .
		¹ Yes, yes, yes, yes. ² Especially, ³ I ⁴ watch ⁵ <i>documentaries</i> . ⁶ That ⁷ PRT ⁸ we ⁹ get ¹⁰ more ¹¹ like ¹² able ¹³ <i>going deeper to the case</i> .
		“Yes, yes, yes, yes. Especially, I watch documentaries. That is what we’re doing more like being able to go deeper to the case.”

Line	Participant	Transcription
7	A	¹ <i>Yeah</i> , ² <i>especially</i> ³ <i>like</i> ⁴ <i>documentaries</i> ⁵ <i>yang</i> ⁶ <i>serial killers</i> .
		¹ <i>Yeah</i> , ² <i>especially</i> ³ <i>like</i> ⁴ <i>documentaries</i> ⁵ <i>which</i> ⁶ <i>serial killers</i> .
		" <i>Yeah, especially like documentaries which is serial killers.</i> "
8	B	<i>Yes, serial killer.</i>
		--
		" <i>Yes, serial killer.</i> "
9	A	<i>True.</i>
		--
		" <i>True.</i> "
10	B	¹ <i>That's</i> ² <i>really</i> ³ <i>fun</i> . ⁴ <u>Lo</u> ⁵ <i>juga</i> ⁶ <i>suka</i> ⁷ <i>nonton</i> ⁸ <i>serial killer?</i>
		¹ <i>That's</i> ² <i>really</i> ³ <i>fun</i> . ⁴ <i>You</i> ⁵ <i>also</i> ⁶ <i>like</i> ⁷ <i>watch</i> ⁸ <i>serial killer?</i>
		" <i>That's really fun. Do you also like to watch the serial killer?</i> "
11	A	¹ <u>Gue</u> ² <i>juga</i> .
		¹ <i>Me</i> ² <i>too</i> .
		" <i>I do.</i> "
12	B	¹ <i>Apa</i> ² <i>tuh?</i>
		¹ <i>What</i> ² <i>PRT</i>
		" <i>What is that?</i> "
13	A	¹ <i>Kayak...</i> ² <i>Jeffrey</i> .
		¹ <i>Like...</i> ² <i>Jeffrey</i>
		" <i>Like... Jeffrey.</i> "
14	B	<i>Oh, Jeffrey Dhamer?</i>
		--
		" <i>Oh, Jeffrey Dhamer?</i> "
15	A	¹ <i>Ya, ya.</i>
		¹ <i>Yes, yes.</i>
		" <i>Yes, yes.</i> "
16	B	¹ <u>Gue</u> ² <i>tau-nya...</i> ³ <i>You know, Richard Ramirez? Ted Bundy?</i>
		¹ <i>I</i> ² <i>know-DEF...</i> ³ <i>You know, Richard Ramirez? Ted Bundy?</i>
		" <i>As I know... You know, Richard Ramirez? Ted Bundy?</i> "

Line	Participant	Transcription
17	A	¹ Ya, ya, ya. ² Dari ³ dulu ⁴ yang ⁵ kayak ⁶ <i>unsolved</i> ⁷ <i>mystery</i> , ⁸ ya ⁹ nggak?
		¹ Yes, yes, yes. ² From ³ past ⁴ that ⁵ like ⁶ <i>unsolved</i> ⁷ <i>mystery</i> , ⁸ yes ⁹ not?
		“Yes, yes, yes. From the past, that’s like an <i>unsolved mystery</i> , isn’t it?”
18	B	¹ Ya, ² <i>unsolved mystery</i> .
		¹ Yes, ² <i>unsolved mystery</i> .
		“Yes, <i>unsolved mystery</i> .”
19	A	¹ Ya ² nggak 3sih?
		¹ Yes ² not PRT
		“Isn’t it?”
20	B	¹ Yes! ² Seru ³ banget, ⁴ sumpah. ⁵ Terus ⁶ kalau ⁷ misal-nya ⁸ lo ⁹ nonton ¹⁰ <i>Netflix</i> , ¹¹ biasanya ¹² lo ¹³ nonton ¹⁴ sambil ¹⁵ tidur ¹⁶ atau ¹⁷ sambil ¹⁸ makan ¹⁹ atau ²⁰ gimana?
		¹ Yes! ² fun ³ very ⁴ swear. ⁵ Then ⁶ if ⁷ example-DEF ⁸ you ⁹ watch ¹⁰ <i>Netflix</i> , ¹¹ usual-DEF ¹² you ¹³ watch ¹⁴ while ¹⁵ sleep ¹⁶ or ¹⁷ while ¹⁸ eat ¹⁹ or ²⁰ how?
		“Yes, so exciting, I swear. For instance, if you watch <i>Netflix</i> , usually you watch while sleeping or for example while eating or how?”
21	A	¹ Kadang ² kayak ³ sambil ⁴ tidur ⁵ lama-lama ⁶ enggak ⁷ nyaman ⁸ gitu, ⁹ nggak sih?
		¹ Sometimes ² like ³ while ⁴ sleep ⁵ eventual ⁶ not ⁷ comfortable ⁸ that ⁹ not ¹⁰ PRT
		“Sometimes it’s like sleeping but after a long time it’s uncomfortable, isn’t it?”
22	B	Oh...
		--
		“Oh...”

Line	Participant	Transcription
23	A	¹ Tapi ² kadang ³ sambil ⁴ kayak ⁵ chilling ⁶ di ⁷ sofa.
		¹ But ² sometimes ³ while ⁴ like ⁵ chilling ⁶ on ⁷ sofa.
		“But sometimes while chilling on the sofa.”
24	B	Oh, okie.
		--
		“Oh, okie.”
25	A	¹ Sambil ² makan ³ snack ⁴ gitu, ⁵ kalau ⁶ lo ⁷ gimana?
		¹ While ² eat ³ snack ⁴ that, ⁵ if ⁶ you ⁷ how?
		“While eating snacks like that, what about you?”
26	B	¹ Kalau ² gue ³ tuh ⁴ literally ⁵ kalau ⁶ lagi ⁷ nonton ⁸ tuh ⁹ nggak ¹⁰ bisa ¹¹ banget ¹² sambil ¹³ makan ¹⁴ sih. ¹⁵ Karna ¹⁶ tuh ¹⁷ gue ¹⁸ harus ¹⁹ fokus ²⁰ on the movie so that ²¹ gue ²² bisa ²³ nge-rasa-in ²⁴ feel-nya ²⁵ itu ²⁶ gimana.
		¹ If ² I ³ is ⁴ literally ⁵ if ⁶ currently ⁷ watch ⁸ that ⁹ not ¹⁰ can ¹¹ really ¹² while ¹³ eat ¹⁴ PRT. ¹⁵ Because ¹⁶ that ¹⁷ I ¹⁸ must ¹⁹ focus ²⁰ on the movie so that ²¹ I ²² can ²³ AV-feel-APL ²⁴ feel-DEF ²⁵ that ²⁶ how.
		“If I watch it literally, I can't really watch it while eating. Because I must focus on the movie so that I can feel how it feels.”
27	A	¹ Oh, ² ya... ³ Jadi, ⁴ lo ⁵ yang ⁶ bener-bener ⁷ observe ⁸ banget ⁹ ya.
		¹ Oh, ² yes... ³ So, ⁴ you ⁵ that ⁶ very ⁷ observe ⁸ really ⁹ yeah.
		“Oh, yes... So, you really observe it.”
28	B	¹ Iya, iya.
		¹ Yes, yes.
		“Yes, yes.”
29	A	¹ Terus ² kalau ³ hobi ⁴ selain ⁵ Netflix?
		¹ Then ² if ³ hobby ⁴ besides ⁵ Netflix
		“Then, a hobby other than Netflix?”

Line	Participant	Transcription
30	B	¹ Selain ² Netflix ³ itu ⁴ kadang ⁵ gue ⁶ suka ⁷ masak ⁸ juga. ⁹ / <i>really like cooking.</i>
		¹ Besides ² Netflix ³ that ⁴ sometimes ⁵ you ⁶ like ⁷ cook ⁸ too. ⁹ I really like cooking.
		“Other than Netflix, sometimes I like to cook too.”
31	A	¹ Yeah, same. ² Lo ³ suka ⁴ masak ⁵ apa ⁶ biasa-nya?
		¹ Yeah, same. ² You ³ like ⁴ cook ⁵ what ⁶ usual-DEF.
		“Yeah, same. What do you like to cook?”
32	B	¹ Gue ² tuh ³ suka ⁴ masak ⁵ dessert. ⁶ Kadang ⁷ juga ⁸ masak ⁹ yang ¹⁰ savory ¹¹ tapi ¹² lebih ¹³ ke-sering-an ¹⁴ yang ¹⁵ savory ¹⁶ karena ¹⁷ gue ¹⁸ basically ¹⁹ suka ²⁰ makan ²¹ yang ²² savory rather than <i>dessert.</i>
		¹ I ² that ³ like ⁴ cook ⁵ dessert. ⁶ sometimes ⁷ too ⁸ cook ⁹ that ¹⁰ savory ¹¹ but ¹² more ¹³ towards-often-ish ¹⁴ that ¹⁵ savory ¹⁶ because ¹⁷ I ¹⁸ basically ¹⁹ like ²⁰ eat ²¹ that ²² savory rather than dessert.
		“I love to cook dessert. Sometimes I also cook savory but more often savory because I basically like to eat savory rather than dessert.”
33	A	¹ / ² biasa-nya ³ masak ⁴ kayak ⁵ Indonesian Food.
		¹ / ² usual-DEF ³ cook ⁴ like ⁵ Indonesian Food.
		“I usually cook, like Indonesian Food.”
34	B	<i>Ah... Indonesian food.</i>
		--
		“Ah... Indonesian food.”
35	A	¹ Kayak ² Nasi uduk.
		¹ Like ² Nasi Uduk
		“Like Nasi uduk.”
36	B	¹ Biasa-nya ² lo ³ lihat ⁴ resep ⁵ atau?
		¹ Usual-DEF ² you ³ look ⁴ receptit ⁵ or
		“Do you usually look at recipes or?”

Line	Participant	Transcription
37	A	¹ Resep ² dari ³ <u>nyokap</u> ⁴ sih.
		1Recipe 2from 3mother 4PRT
		“Recipe from mother.”
38	B	¹ Oh ² dari ³ <u>nyokap</u> ...
		¹ Oh, ² from ³ mother...
		“Oh, from mother...”
39	A	¹ <u>Nyokap</u> ² tuh ³ masak ⁴ jago ⁵ gitu. ⁶ Jadi, ⁷ kayak ⁸ turun-temurun ⁹ gitu. ¹⁰ So, <i>like</i> , ¹¹ dari ¹² <u>nyokap</u> ¹³ langsung ¹⁴ kasih ¹⁵ resep ¹⁶ terus ¹⁷ kayak ¹⁸ di-ikut-in.
		1Mother 2PRT 3cook 4skilled 5that. 6So, 7like 8hereditary 9that. 10So, like 11from 12mother 13direct 14give 15recipe 16then 17like 18PFOC-followed-APL.
		“Mother is good at cooking. So, it’s like hereditary. So, like, from mother directly, give the recipe continues to be followed.”
40	B	¹ <i>Honestly</i> , ² <u>gue</u> ³ kalau ⁴ misal-nya ⁵ masak ⁶ tuh ⁷ kadang ⁸ nge-liat ⁹ resep ¹⁰ tapi ¹¹ karena ¹² kadang ¹³ <u>gue</u> ¹⁴ males ¹⁵ ber-patok-an ¹⁶ dengan ¹⁷ resep, ¹⁸ akhir-nya ¹⁹ <u>gue</u> ²⁰ kembang-in ²¹ sendiri ²² gitu ²³ resepanya.
		1Honestly, 2I 3if 4example-DEF 5cook 6PRT 7sometimes 8AV-see 9recipe 10but 11because 12sometimes 13I 14lazy 15PREFIX-rely-SUFFIX 16with 17recipe 18final-DEF 19I 20develop-SUFFIX 21itself 22that 23recipe-DEF.
		“Honestly, sometimes I look at recipes but because sometimes I don’t stick to recipes, I finally developed the recipe myself.”
41	A	1Tapi 2kadang 3insecure 4enggak 5sih, 6kayak 7masak-an-ku 8sama 9 <u>nyokap</u> 10jauh 11banget. 12So <i>different</i> 13tapi 14kayak 15 <i>it’s the same food</i> . 16Tapi 17rasanya 18jauh 19gitu.
		1But 2sometimes 3insecure 4not 5PRT, 6like 7cook-SUFFIX-POSS 8with 9mother 10far 11really. 12So different 13but 14like 15it’s the same food. 16but 17taste-DEF 18far 19that.
		“But sometimes it’s insecure, isn’t it? It’s like my cooking with my

		mother is really far. So different but like it's the same food. But it feels far."
42	B	<i>But at least, I can make it.</i>
		--
		"But at least, I can make it."
43	A	<i>Yeah... Better than nothing.</i>
		--
		"Yeah... Better than nothing."
44	B	1Iya, iya. 2 <i>Better than nothing.</i> 3Selain 4nonton 5 <i>Netflix</i> 6suka 7ng-apa-in 8aja?
		1Yes, yes. 2 <i>Better than nothing.</i> 3Other 4watch 5 <i>Netflix</i> 6like 7AV-what-SUFFIX-APL 8any
		"Yes, yes. Better than nothing. Other than watching Netflix, what do you like?"
45	A	1Denger-in 2lagu. 3 <u>Lo</u> 4suka 5lagu 6kayak 7apa?
		1Listen-APL 2song. 3You 4like 5song 6like 7what?
		"Listen to the song. What kind of song do you like?"
46	B	1Kalau 2 <u>gue</u> 3tuh, 4 <i>this is like the hardest part</i> 5banget 6sih. 7Kalau 8aku 9tuh 10suka 11kadang 12lagu-nya 13yang 14genre-nya 15ke 16jazz.
		1If 2I.SG 3PRT, 4 <i>this is like the hardest part</i> 5really 6PRT. 7If 8me 9PRT 10like 11sometimes 12song-DEF 13that 14genre-DEF 15into 16jazz.
		"For me, this is like the hardest part. For me, sometimes I like the songs that into genre jazz."
47	A	<i>Oh... jazz. Okay.</i>
		--
		"Oh... jazz. Okay."
48	B	1Ada 2suka 3ini 4sih, 5 <i>EDM</i> 6juga.
		1There 2like 3this 4PRT 5 <i>EDM</i> 6too.
		"There's, like EDM too."
49	A	1 <i>Oh, 2EDM.</i> 3Kita 4 <i>different</i> 5banget.
		1 <i>Oh, 2EDM.</i> 3We 4 <i>different</i> 5very.

		"Oh, EDM. We are very different."
50	B	1Ya. 2Memang.
		1Yes. 2Indeed.
		"Yes. Indeed."
51	A	1Gue 2lebih 3denger 4kayak 5rock.
		1I 2prefer 3listen 4like 5rock.
		"I prefer listen to rock."
52	B	1Kita 2taste 3music-nya 4different 5banget.
		1We 2taste 3music-DEF 4different 5really.
		"We are really different in the taste of music."
53	A	1Yeah... We are different. 2Tapi 3itu 4enggak 5bikin 6jadi 7beda 8sih, 9tetep 10suka 11music 12kan?
		1Yeah... We are different. 2But 3that 4not 5make 6be 7different 8PRT 9still 10like 11music 12right?
		"Yeah... We are different. But that doesn't make it different, still like music, right?"
54	B	Yeah.
		--
		"Yeah."
56	A	Still likes music.
		--
		"Still likes music."
57	B	1Pernah 2enggak 3 <u>lo</u> 4nge-rasa 5suntuk, 6kalau 7misal-nya 8 <u>lo</u> 9udah 10nge-laku-in 11semua 12hobi 13 <u>lo</u> , 14kayak 15'gue 16tuh 17pengen 18explore new hobby' 19gitu.
		1Have 2not 3you 4AV-feel 5stress, 6if 7example-DEF 8you 9already 10AV-do-APL 11all 12hobby 13you, 14like 15'I 16PRT 17want 18explore new hobby' 19that.
		"Have you ever felt stressed out, if you have done all your hobbies, and then you like 'I want to explore new hobbies' like that."
58	A	1Iya, iya, 2pernah. 3Tapi 4hobi 5yang 6mau 7 <u>gue</u> 8ambil, 9 <u>gue</u> 10masih 11nge-rasa 12kayak 13kind of like insecure 14'gue 15bisa 16enggak 17ya 18hobi 19ini?' 20Kayak 21 <u>gue</u> 22pengen

		<p>23coba 24hobi 25yang 26lain, 27yang 28ada 29adrenalin-nya. 30<i>Maybe something like hiking, shooting.</i> 31Tapi 32kayak, 33masih 34butuh 35ke-berani-an. 36<i>A bit</i> 37'gimana 38ya? 39Aku 40bisa 41enggak 421ya?'</p>
		<p>Yes, yes, 2have. 3But 4hobby 5that 6want 7I 8take, 9I 10still 11AV-feel 12like 13kind of like insecure 14'I 15can 16not 17yes 18hobby 19this?' 20Like 21I 22want 23try 24hobby 25that 26other, 27that 28there 29adrenaline-DEF. 30<i>Maybe something like hiking, shooting.</i> 31But 32like, 33still 34need 35PREFIX-brave-SUFFIX. 36A bit 37'how 38yes? 39I 40can 41not 42yes?</p>
		<p>"Yes, yes, I have. But the hobby that I want to take up, I still feel like kind of like insecure 'can I do this hobby?' Like, I want to try another hobby, which has adrenaline. Maybe something like hiking, shooting. But like, it still takes courage. A bit 'how is it? Can I do it?'"</p>
59	B	<p>1Tapi 2hobi 3yang 4<u>lo</u> 5pengen 6<i>explore</i> 7ini, 8lebih 9kayak 10<i>adventure</i> 11gitu?</p>
		<p>1But 2hobby 3that 4you 5want 6explore 7this, 8more 9like 10adventure 11that</p>
		<p>"But this hobby that you want to explore, more like adventure?"</p>
60	A	<p>1<i>Yeah...</i> 2<i>Adventure.</i> 3<i>Physically.</i> 4Kalau 5<u>lo</u> 6gimana?</p>
		<p>1<i>Yeah...</i> 2<i>Adventure.</i> 3<i>Physically.</i> 4If 5you 6how?</p>
		<p>"<i>Yeah... Adventure. Physically. What about you?</i>"</p>
61	B	<p>1Kalau 2<u>gue</u> 3tuh 4sekarang 5lebih 6sering 7pengen 8<i>outdoor</i> 9sih. 10<u>Gue</u> 11jarang 12<i>isolate myself.</i> 13Jadi, 14<u>gue</u> 15<i>rather</i> 16lebih 17pengen 18keluar, 19<i>explore</i> 20apa-pun 21itu 22yang 23<u>gue</u> 24bisa 25lihat. 26Contoh-nya, 27<u>gue</u> 28pengen 29ke 30hutan. 31Pengen 32pergi 33ke 34sungai 35dan 36lain-lain. 37I <i>really like to see the nature.</i></p>
		<p>1If 2I 3PRT 4now 5more 6often 7want 8outdoor 9PRT. 11I 11rare 12isolate myself. 13So, 14I 15rather 16more 17want 18out, 19explore 2what-SUFFIX 21it 22that 23I 24can 25see.</p>

		<p>26Example-DEF, 27I 28want 29to 30forest. 31Want 32go 33to 34river 35and 36others. 37I really like to see the nature.</p> <p>“Now I want to be outdoors more often. I rarely isolate myself. So, I am rather more willing to go out, explore whatever it is that I can see. For example, I want to go to the forest. Wants to go to the river and others. I really like to see nature.”</p>
62	A	<p>1Jadi, 2kayak 3keluar 4dari 5<i>comfort zone</i> 6<u>lo</u>.</p> <p>1So, 2like 3out 4of 5<i>comfort zone</i> 6you.</p> <p>“So, like out of your <i>comfort zone</i>.”</p>
63	B	<p>1Iya, 2keluar 3dari 4<i>comfort zone</i>. 5<i>And it really like makes me relieve a bit.</i></p> <p>1Yes, 2out 3of 4<i>comfortzone</i>. 5<i>And it really like makes me relieve a bit.</i></p> <p>“Yes, out of the <i>comfort zone</i>. <i>And it really like makes me relieve a bit.</i>”</p>
64	A	<p>1Tapi 2kadang 3kita 4<i>no time</i> 5juga 6nggak 7sih? 8Buat 9kayak 10gitu-gitu.</p> <p>1But 2sometimes 3we 4<i>no time</i> 5as well 6not 7PRT? 8For 9like 10that.</p> <p>“But sometimes we have no time as well? To do like that.”</p>
65	B	<p>1Iya!</p> <p>1Yes!</p> <p>“Yes!”</p>
67	A	<p>1<i>As college student</i> 2karena 3engga 4ada 5waktu. 6<i>So, like time is essential</i> 7buat 8belajar.</p> <p>1<i>As college student</i> 2because 3not 4there's 5time. 6<i>So, like time is essential</i> 7for 8learn.</p> <p>“As a college student because there is no time. <i>So, like time is essential for learning.</i>”</p>
68	B	<p>1Bener, benar. 2Tugas. 3Hidup 4kita 5di-dedikasi-kan 6untuk 7tugas.</p> <p>1Right, right. 2Assignment. 3Life 4our 5PFOC-dedication-APL 6to 7assignment.</p>

		“Absolutely. Assignment. Our lives are dedicated to assignments.”
69	A	1Kalau 2menurut-mu, 3anak-anak 4Indonesia 5biasa-nya 6ng-apa-in 7sih?
		1If 2according-you, 3children 5Indonesia 5usual-DEF 6 AV-what-APL 7PRT?
		“What do you think Indonesian kids usually do?”
70	B	1Kalau 2hobi 3ya, 4menurut 5yang 6 <u>gue</u> 7lihat 8sih 9mereka 10suka 11main 12 <i>games</i> , 13main 14bola. 15Lebih 16sering-nya 17sekarang 18tuh 19nongkrong.
		1If 2hobby 3yes, 4according 5that 6I 7see 8PRT 9they 10like 11play 12 <i>games</i> , 13play 14ball. 15More 16often-DEF 17now 18PRT 19hangout.
		“For hobbies, according to what I see, they like to play games, play football. Now, they hangout more often.”
71	A	1Oh, 2iya. 3Nongki-nongki. (*nongki is the slang word for nongkrong.)
		1Oh, 2yes. 3Hangout
		“Oh, yes. Hangout.”
72	B	1Nongkrong 2di 3 <i>coffee shop is their hobby all the time.</i>
		1Hangout 2at 3 <i>coffee shop is their hobby all the time.</i>
		“Hanging out at the coffee shop is their hobby all the time.”
73	A	1Beli 2kopi 3satu 4terus 5berjam-jam.
		1Buy 2coffe 3one 4then 5hours.
		“Buy a cup of coffee for hours.”
74	B	1 <i>Yeah... 2Because we can mingle with everyone.</i> 3Jadi, 4kayak 5menurut-ku 6itu 7hobi 8yang 9paling 10sering 11mereka 12laku-kan. 13Karena 14itu 15gampang 16juga, 17kan? 18Apalagi 19buat 20orang-orang 21yang 22 <i>easy-going.</i>
		1Yeah... 2Because we can mingle with everyone. 3So, 4like 5opinion-my 6it 7hobby 8that 9most 10frequent 11they 12do-APL. 13Because 14it 15easy 16too, 17right? 18Moreover, 19for 2people 21that 22 <i>easy-going.</i>
		“Yeah... Because we can mingle with everyone. So, I think it's

		their most frequent hobby. Because it's easy too, right? Moreover, for people who are easy-going."
75	A	1Orang 2 <i>easy-going</i> 3lebih 4kayak 5 <i>mingle</i> -nya 6dapat.
		1People 2 <i>easy-going</i> 3more 4like 5 <i>mingle</i> -DEF 6get
		"Easy-going people more like to mingle."
76	B	1Iya, iya.
		1Yes, yes.
		"Yes, yes"
77	A	1Lebih 2supel 3gitu, 4kan? 5Sama 6siapa 7saja.
		1More 2sociable 3that, 4right? 5With 6who 7only
		"It's more sociable, right? With anyone."
78	B	1Iya, iya. 2Bener.
		1Yes, yes. 2Exactly.
		"Yes, yes. Exactly."
79	A	1Mereka 2bisa 3nongki 4sama 5siapa 6aja, 7jam 8berapa 9aja.
		1They 2can 3hangout 4with 5who 6only, 7hour 8how many 9only.
		"They can hangout with anyone, at any time."
80	B	1Kalau 2menurut 3 <u>lo</u> , 4 <u>lo</u> 5suka 6itu 7juga 8nggak?
		1If 2according 3you, 4you 5like 6it 7too 8not?
		"According to you, do you like that too?"
81	A	1Yes, 2aku 3suka 4tapi 5dependens. 6Kayak 7temen 8yang 9udah 10deket, 11 <u>gue</u> 12bisa 13nih 14nongki. 15Tapi 16kalau 17baru 18kenal, 19ga 20terlalu 21deket, 22aneh 23gitu 24nggak 25sih 26nongki? 27Menurut 28 <u>gue</u> 29ya.
		1Yes, 2I 3like 4but 5dependens. 6Like 7friends 8that 9already 10close, 11I 12can 13PRT 14hangout. 15But, 16if 17new 18know 19not 20very 21close, 22weird 23that 24not 25PRT 26hangout? 27According 28I 29yes.
		"Yes, I like it but it depends. Like close friends, I can hangout. But, if I just met, I barely know, it's weird, isn't it? That's what I think."
82	B	1Jadi 2menurut 3 <u>lo</u> 4agak 5 <i>awkward</i> 6gitu 7ya.
		1So, 2according 3you 4bit 5 <i>awkward</i> 6that 7yes.
		"So, you think it's a bit awkward."

83	A	1Iya. 2Kadang 3 <u>gue</u> 4mau 5bahas 6apa, 7mau 8ng-omong 9yang 10apa, 11tapi 12kayak 13kurang 14deket. 15Kalau 16 <u>lo</u> 17 gimana? 18Semua 19orang 20bisa?
		1Yes. 2Sometimes 3I 4want 5discuss 6what, 7want 8AV-talk 9that 10what, 11but 12like 13less 14close. 15If 16you 17 how? 18All 19people 20able?
		“Yes. Sometimes I want to discuss something, say something, but not too close. What about you? Is everyone able?”
84	B	1Kalau 2 <u>gue</u> 3itu 4kadang 5nongkrong, 6 <i>it depends on my mood</i> , 7sih. 8Kadang 9 <u>gue</u> 10bisa 11 <i>mingle with everyone and sometimes I cannot mingle with everyone</i> . 12Jadi, 13 <i>it really depends on my mood</i> 14tapi 15ke-banyak-an 16 <u>gue</u> 17cuma 18mau 19 <i>mingle</i> 20sama 21orang-orang 22yang 23menurut 24 <u>gue</u> 25nyaman 26aja. 27Karena 28di-situ-lah 29 <i>context</i> 30bahasan-nya 31yang 32kita 33tau.
		1If 2I 3it 4sometimes 5hangout, 6it depends on my mood, 7PRT. 8Sometime 9I 10can 11mingle with everyone and sometimes I cannot mingle with everyone. 12So, 13it really depends on my mood 14but 15towards-most-ly 23according 24I 25comfortable 26only. 27Because 28PFOC-there-ASRT 29context 30discuss-DEF 31that 32we 33know.
		“For me, hangout sometimes, it depends on my mood. Sometimes I can mingle with everyone and sometimes I cannot mingle with everyone. So, it really depends on my mood but mostly I just want to mingle with people I think are comfortable. Because that’s where the context of the discussion is what we know.”
85	A	1 <u>Lo</u> 2biasa-nya 3 <i>comfortable</i> 4gitu 5sama 6orang 7yang 8kayak 9apa?
		1You 2usual-DEF 3 <i>comfortable</i> 4that 5with 6people 7that 8like 9what?
		“You are usually comfortable with what kind of person?”
86	B	1 <u>Gue</u> 2kalau 3misal-nya 4lagi 5nongkrong 6gitu, 7jarang 8banget 9pengen 10bahas-11Kan 12biasa-nya 13orang 14ng-obrol,

		<p>15<i>especially like girls often talk...</i></p> <p>1I 2if 3example-DEF 4current 5hangout 6that, 7rare 8really 9want 10discuss. 11Right 12usual-DEF 13people 14AV-talk, 15<i>especially like girls often talk...</i></p> <p>“If I hang out, I rarely want to talk especially girls who often talk...”</p>
87	A	<p><i>Relationship.</i></p> <p>--</p> <p>“Relationship.”</p>
88	B	<p>1<i>Yeah... It's still boring.</i> 2<u>Gue</u> 3tuh 4suka 5banget 6ng-obrol-in 7tentang 8dunia 9per-kuliah-an, 10<i>my college life</i> 11dan 12tentang... 13Apa 14ya... 15<i>Changing our perspective over something.</i></p> <p>1Yeah... It's still boring. 2I 3PRT 4like 5really 6AV-talk-APL 7about 8world 9PREFIX-college-SUFFIX, 10my college life 11and 12about... 13What 14yes... 15Changing our perspective over something.</p> <p>“Yes... It's still boring. I really like to talk about the world of college, my college life and about... What is it... Changing our perspective over something.”</p>
89	A	<p><i>Future plan?</i></p> <p>--</p> <p>“Future plan?”</p>
90	B	<p>1<i>Yeah!</i> 2<u>Gue</u> 3suka 4banget 5ng-omong-in 6kayak 7gitu. 8Dan 9itu 10lebih 11ber-bobot, 12dan 13kayak 14kita 15pulang 16dari 17nongkrong 18itu 19kita...</p> <p>1Yeah! 2I 3like 4really 5AV-talk-APL 6like 7that. 8And 9it 10more 11ADJZ-weight, 12and 3like 14we 15go home 16from 17hangout 18it 19we...</p> <p>“Yeah! I really like talking about that. And it's weightier, and it's like we come home from a hangout we...”</p>
91	A	<p>1Ada 2<i>something</i> 3yang 4di-dapet.</p> <p>1Exist 2something 3that 4PFOC-get</p> <p>“There is something achieved.”</p>

92	B	1Iya. 2Jadi, 3kita 4punya 5insight 6baru.
		1Yes. 2So, 3we 4have 5insight 6new.
		"Yes. So, we have new insights."
93	A	1Kita 2sharing 3yang 4ber-manfaat.
		1We 2sharing 3that 4ADJZ-benefit.
		"We share a benefitted."
94	B	1Yeah! 2Itu 3gue 4suka 5sih. 6Tapi 7kalau 8misal-nya 9kadang 10socially drained 11banget, 12gue 13nggak 14mau 15ng-obrol 16sama 17siapa-siapa 18ya, 19I tend to isolate myself 20aja 21gitu 22sih.
		1Yeah! 2It 3I 4like 5PRT. 6But 7if 8example-DEF 9sometimes 10socially drained 11realyy, 12I 13not 14want 15AV-talk 16with 17anyone 18yes, 19I tend to isolate myself 20only 21that 22PRT.
		"Yeah! That's what I like. But sometimes I am very socially drained, I don't want to talk to anyone, I tend to isolate myself."
95	A	1Ya, 2kayak 3restoring power 4aja 5nggak 6sih?
		1Yes, 2like 3restoring power 4only 5not 6PRT?
		"Yes, it's like restoring power, isn't it?"
96	B	1Iya, iya.
		1Yes, yes.
		"Yes, yes."
97	A	1Lo 2lebih 3introvert 4atau 5extrovert?
		1You 2more 3introvert 4or 5extrovert?
		"Are you more introverted or extroverted?"
98	B	1Based on my MBTI personality 2itu 3gue 4lebih 5condong 6ke 7introvert 8sekarang.
		1Based on my MBTI personality 2it 3I 4more 5leaning 6to 7introvert 8now.
		"Based on my MBTI personality, I'm more introverted now."
99	A	1Karena 2orang 3introvert 4butuh 5waktu 6restore...
		1Because 2people 3introvert 4need 5time 6restore...
		"Because introverts people need time to restore..."
100	B	1Iya, iya. 2Kita 3harus 4recharge 5lagi 6sih.

		1Yes, yes. 2We 3must 4recharge 5again 6PRT.
		"Yes, yes. We have to recharge again."
101	A	1Recharge-nya 2sendiri.
		1Recharge-DEF 2alone
		"Recharge it by myself."
102	B	1Kalo 2lo 3gimana?
		1If 2you 3how?
		"What about you?"
103	A	1Gue 2juga 3sih. 4Gue 5nge-rasa 6kayak 7exhausted.
		1I 2too 3PRT. 4I 5AV-feel 6like 7exhausted.
		"Me too. I feel like exhausted."
104	B	1Iya, iya.
		Yes, yes.
		"Yes, yes"
105	A	1Physical energy 2gue 3drained. 4Abis 5ketemu 6orang 7kayak 8'aduh 9gue 10pengen 11sendiri. 12Pengen 13bobo.'
		1Physical energy 2I 3drained. 4After 5meet 6people 7like 8Ouch 9I 10want 11alone. 12Want 13sleep
		"My physical energy drained. After meeting people like 'Oh, I want to be alone. I want to sleep.'"
106	B	1Tapi, 2you 3know, 4gue 5kadang 6feel amiss 7banget 8kalau 9misal-nya 10gue 11lagi 12mingle 13sama 14orang. 15Lagi 16hanging out 17ada 18orang 19yang 20extrovert, really extrovert. 21Dan 22mereka 23tuh 24ng-obrol 25banyak 26dan 27gue 28cuma 29nge-liat-in. 30Energi 31gue 32udah 33ke-kuras 34sendiri.
		1But 2you know 3I 5sometime 6feel amiss 7very 8if 9for example-DEF 10I 11current (doing something) 12mingle 13with 14people. 15Current (doing something) 16hanging out 17exist 18people 19who 20extrovert, really extrovert. 21And 22they 23PRT 24AV-talk 25lot 26 and 27I 28just 29AV-see-APL. 30Energy 31I 32already 33In condition of-drain 34own.
		"Bu, you know, sometimes I feel very amiss if I mingle with people.

		Hanging out there are extroverted, really extroverted. And they talk a lot and I'm just watching. I've drained my own energy."
107	A	1Iya, 2ke-kuras 3banget. 4Kayak 5langsung 6draining 7banget.
		1Yes, 2in condition of-drain 3very. 4Like 5immediate 6draining 7very
		"Yes, it's very draining. Like, drained immediately."
108	B	1Iya, iya. 2Tapi 3 <u>que</u> 4nggak 5ikut 6nimbrung. 7I don't talk with them 8tapi 9 <i>automatically</i> 10tuh 11 <u>que</u> 12jadi 13 <i>physically drained</i> 14aja 15sih.
		1Yes, yes. 2But 3I 4not 5join 6come. 7I don't talk with them 8but 9automatically 10PRT 11I 12become 13physically drained 14just 15PRT
		"Yes, yes. But I didn't join in. I don't talk with them but automatically I just physically drained."
109	A	1Bener, bener.
		1Right, right.
		"Right, right."

Appendix III. Transcript 2

Line	Participant	Transcription
1	C	¹ Dari / ² pertama / ³ kali, / ⁴ ya? / ⁵ Ulang / ⁶ lagi, / ⁷ nih.
		¹ From / ² beginning / ³ time, / ⁴ ya? / ⁵ Repeat / ⁶ again, / ⁷ here.
		“From the beginning? I will start over.”
2	D	¹ Hobi / ² gue, / ³ gue / ⁴ biasa-nya / ⁵ main / ⁶ game. / ⁷ Kalau / ⁸ enggak / ⁹ main / ¹⁰ game / ¹¹ gue / ¹² nyanyi, / ¹³ kalau / ¹⁴ enggak / ¹⁵ nyanyi / ¹⁶ gue / ¹⁷ nari, / ¹⁸ kalau / ¹⁹ enggak / ²⁰ nari / ²¹ gue / ²² nonton / ²³ video.
		¹ Hobby / ² I, / ³ I / ⁴ usual-ADV / ⁵ play / ⁶ game. / ⁷ If / ⁸ no / ⁹ play / ¹⁰ game / ¹¹ I / ¹² sing, / ¹³ if / ¹⁴ no / ¹⁵ sing / ¹⁶ I / ¹⁷ dance, / ¹⁸ if / ¹⁹ no / ²⁰ dance / ²¹ I / ²² watch / ²³ video./
		“My hobby is playing game. If I am not in playing game, I will sing or dance or watch video.”
3	D	¹ Nonton / ² Video / ³ YouTube, / ⁴ YouTube / ⁵ Winda / ⁶ Basudara. /
		¹ Watch / ² video / ³ YouTube’, / ⁴ YouTube’ / ⁵ Winda / ⁶ Basudara. /
		“I watch YouTube. YouTube of Winda Basudara.”
4	D	¹ Trus / ² kalau / ³ enggak, / ⁴ I / ⁵ biasa-nya, / ⁶ ngapain / ⁷ aja / ⁸ ya / ⁹ tadi, / ¹⁰ ya?
		¹ Then / ² if / ³ no, / ⁴ I / ⁵ usual-ADV, / ⁶ did / ⁷ yes / ⁸ just now, / ⁹ yes?./
		“If I am not, I usually, what did I say?”
5	D	¹ Game, / ² gambar, / ³ nari, / ⁴ nyanyi. / ⁵ Dah / ⁶ itu / ⁷ sih / ⁸ biasa-nya./
		¹ Game, / ² picture, / ³ dance, / ⁴ sing. / ⁵ Already / ⁶ that / ⁷ you know / ⁸ usual-ADV./
		“Playing game, drawing, dancing, singing, and that is all what I usually do.”
6	D	¹ Kalau / ² main / ³ game / ⁴ biasa-nya / ⁵ Valo, / ⁶ terus / ⁷ Genshin, / ⁸ terus / ⁹ yang / ¹⁰ forest / ¹¹ forest / ¹² itu / ¹³ loh.
		¹ If / ² play / ³ game / ⁴ usual-ADV / ⁵ Valo, / ⁶ then / ⁷ Genshin, / ⁸ then / ⁹ which / ¹⁰ forest’ / ¹¹ forest’ / ¹² that / ¹³ one./
		“About game. I usually play Valo, and then Genshin, but then the ‘forest’ one.”
7	C	¹ Oh, / ² yang / ³ multiplayer / ⁴ itu?
		¹ Oh, / ² that / ³ multiplayer’ / ⁴ that? /
		“Oh, the multiplayer one?”
8	D	¹ Iya / ² hee! / ³ I / ⁴ mean / ⁵ itu.
		¹ Yes / ² yes / ³ I / ⁴ mean / ⁵ that./

		"Yes! I mean that one."
9	D	¹ / / ² pengen / ³ nyoba / ⁴ Pilates./
		¹ I / ² want / ³ try / ⁴ Pilates./
		"I want to try Pilates."
10	C	<i>Pilates?</i>
		--
		"Pilates?"
11	D	<i>Yoga, yoga.</i>
		--
		"Yoga, yoga."
12	C	¹ Oh / ² iya, / ³ Pilates./
		¹ Oh / ² yes, / ³ Pilates./
		"Oh yes, Pilates."
13	D	¹ Iya. / ² Soal-nya / ³ pengen / ⁴ buat / ⁵ body / ⁶ gitu.
		¹ Yes / ² matter-ADV / ³ want / ⁴ make / ⁵ 'body' / ⁶ that's it.
		"Yes. I want to have the ideal body shape."
14	C	¹ Kan / ² lo / ³ hobi / ⁴ main / ⁵ game, / ⁶ berapa / ⁷ lama / ⁸ sih / ⁹ lo / ¹⁰ main.
		¹ Is (ACCUSATIVE) / ² you / ³ hobby / ⁴ play / ⁵ game, / ⁶ how / ⁷ long / ⁸ anyway / ⁹ you / ¹⁰ play.
		"Isn't your hobby playing game? So, how long you take times to play the game?"
15	D	¹ Dua / ² sampai / ³ lima / ⁴ jam / ⁵ sih / ⁶ tergantung.
		¹ Two / ² until / ³ five / ⁴ hour / ⁵ PRT / ⁶ depend.
		"Two up to five hours, it depends."
16	C	¹ Satu / ² hari / ³ tuh? / ⁴ Cukup / ⁵ itu?
		¹ One / ² day / ³ yeah? / ⁴ Enough / ⁵ that?.
		"In a day? Just that?"
17	D	¹ Ga / ² sih, / ³ maksud-nya / ⁴ kalo / ⁵ daily / ⁶ basis / ⁷ segitu.
		¹ No / ² anyway. / ³ mean-DEF / ⁴ if / ⁵ 'daily' / ⁶ 'basis' / ⁷ that much.
		"Not really, I mean that's for the daily basis."
18	D	¹ Kalo ² pas ³ lagi ⁴ holiday ⁵ Bisa ⁶ lebih ⁷ sih.
		¹ If / ² in / ³ during / ⁴ 'holiday' / ⁵ can / ⁶ more / ⁶ anyway.
		"It can be much longer during holidays."
19	D	¹ Biasalah / ² homebody.
		¹ Usually / ² homebody.
		"As usual, homebody."
20	C	¹ Huh, / ² apa / ³ itu / ⁴ homebody?

		<p>¹'Huh', / ²what / ³that / ⁴'homebody'?</p> <p>"Huh, what is homebody?"</p>
21	D	<p>¹Anak / ²rumah-an.</p> <p>¹Child / ²home-SUFFIX.</p> <p>"A person who loves to stay at home."</p>
22	C	<p>¹Main / ²game / ³aje / ⁴ye, / ⁵Gaada / ⁶yang / ⁷lain?</p> <p>¹Play / ²'game' / ³just / ⁴yes, / ⁵nothing / ⁶which / ⁷other?</p> <p>"Only play games? Nothing else?"</p>
23	D	<p>¹Jalan, / ²dah. / ³Punya / ⁴temen / ⁵ga?</p> <p>¹Walk, / ²NOM. / ³Have / ⁴friend / ⁵no?.</p> <p>"Hang out. Do you have friend?"</p>
24	C	<p>¹Temen / ²kaya / ³apa / ⁴dulu / ⁵ni, / ⁶maksud-nya / ⁷ini / ⁸ga ⁹kampus ¹⁰kan?</p> <p>¹Friend / ²like / ³what / ⁴before / ⁵this, / ⁶mean-DEF / ⁷this / ⁸not / ⁹campus / ¹⁰right?.</p> <p>"Which type of friend? This is not only in campus, right?"</p>
25	C	<p>¹Ya / ²di-bilang / ³banyak / ⁴sih / ⁵engga, / ⁶thirty-an / ⁷lah.</p> <p>¹Yes / ²PREFIX-say / ³many / ⁴anyway / ⁵not, / ⁶thirty-APRX / ⁷that's it.</p> <p>"Well, not many, around thirty."</p>
26	D	<p>¹Di / ²counting / ³ya. / ⁴Siapa / ⁵aja / ⁶temen-nya?</p> <p>¹PREFIX / ²'counting' / ³yep. / ⁴Who / ⁵just / ⁶friend-DEF?</p> <p>"You counted it. Who are the friends?"</p>
27	C	<p>¹Mostly / ²dari / ³rumah / ⁴sih, / ⁵soal-nya / ⁶di / ⁷kampus / ⁸dikit.</p> <p>¹'Mostly' / ²from / ³home / ⁴anyway, / ⁵problem-DEF / ⁶at / ⁷campus / ⁸few.</p> <p>"Mostly they are from my hometown because I have few friends on campus."</p>
28	D	<p>¹Childhood / ²berarti.</p> <p>¹'Childhood' / ²mean.</p> <p>"So they are childhood friends."</p>
29	C	<p>¹Yaa, / ²engga / ³sedikit / ⁴yang / ⁵bisa / ⁶di-itung / ⁷pake / ⁸tangan.</p> <p>¹Right / ²not / ³few / ⁴that / ⁵can / ⁶PFOC-count / ⁷with / ⁸hand.</p> <p>"Yes, not less of them can be counted by hands."</p>
30	D	<p>¹Spent / ²time-nya / ³berapa / ⁴lama / ⁵sama / ⁶temen?</p> <p>¹'Spent' / ²time-DEF / ³how / ⁴long / ⁵with / ⁶friend?.</p> <p>"How long do you spend your time with friends?"</p>

31	C	1Berapa / 2lama? / 3Bukan-nya / 4ng-apa-in?
		1How / 2long?. / 3not-DEF / 4PREFIX-what-SUFFIX?
		“How long? Isn’t it (supposed to be) what activity?”
32	D	1Oh, / 2iya. / 3Sorry, / 4sorry.
		1Oh, / 2right. / 3‘Sorry’, / 4‘sorry’.
		“Oh, yeah. Sorry, sorry.”
33	C	1Oke, / 2kita / 3ng-omong-in / 4di / 5rumah / 6gue / 7aja / 8lah / 9ya.
		1Okay, / 2We / 3AV-talk-APL / 4at / 5home / 6I / 7just / 8right / 9yes/
		“Alright, let’s talk about (the activity) at my house.”
34	C	1Jadi / 2no / 3offense / 4banget / 5ya
		1So / 2‘no’ / 3‘offense’ / 4very / 5right.
		“No offense.”
35	C	1Emang / 2rumah / 3gue / 4paling / 5gede / 6ya, / 7jadi / 8nongki-nya / 9di / 10rumah / 11gue / 12sih.
		1Indeed / 2house / 3I / 4most / 5big / 6yes, / 7so / 8hangout-DEF / 9at / 10house / 11I / 12anyway.
		“My house is the biggest, so they hang out at my house.”
36	C	1Jadi / 2kadang / 3kadang / 4gue / 5panggil / 6gitu, / 7bukan / 8tipe / 9yang / 10ke / 11cafe / 12cafe / 13gitu / 14lah.
		1So / 2sometimes / 3sometimes / 4I / 5call / 6that’s it, / 7not / 8type / 9which / 10to / 11‘cafe’ / 12‘cafe’ / 13that’s it / 14right
		“Sometimes I called them over, I’m not the type who went to cafe.”
37	D	1Basecamp / 2ya.
		1‘Basecamp’ / 2yes.
		“Ah, basecamp.”
38	C	1Nah / 2iya / 3basecamp / 4basecamp.
		1See / 2yes / 3‘basecamp’ / 4‘basecamp’.
		“That’s right, basecamp.”
39	D	1Ngapain / 2sih / 3itu?
		1What are you doing / 2anyway / 3that?.
		“What do you usually do?”
40	C	1Cowo / 2ng-apa-in / 3sih / 4biasanya?
		1Boys / 2AV-what-APL / 3anyway / 4usually?.
		“What boys usually do?”
41	D	1Kalo / 2cewe / 3gossip.
		1If / 2girls / 3‘gossip’.
		“As for girls is gossiping.”

42	C	¹ Iya / ² gue / ³ juga / ⁴ <i>gossip</i> .
		¹ Yes / ² I / ³ also / ⁴ 'gossip'.
		"I do gossip too."
43	D	¹ Hah? / ² Demi / ³ apa?
		¹ Huh? / ² for / ³ what?.
		"What? Really?"
44	C	¹ Paling / ² main / ³ ML (Mobile Legends).
		¹ Most / ² play / ³ 'ML (Mobile Legends)'
		"Maybe playing ML (Mobile Legends)."
45	C	¹ Paling / ² <i>gossip</i> / ³ Kadang / ⁴ Kadang / ⁵ sih / ⁶ <i>sometimes</i> .
		¹ Most / ² 'gossip' / ³ sometimes / ⁴ sometimes / ⁵ anyway / ⁶ 'sometimes'.
		"Maybe sometimes gossip."
46	D	¹ Agak / ² gabut / ³ ya, / ⁴ gue / ⁵ kira / ⁶ ng_apa_in.
		¹ Somewhat / ² free time / ³ yes, / ⁴ I / ⁵ think / ⁶ PREFIX-what-SUF.
		"Somehow you got bored, I thought it was something else."
47	C	¹ Enak / ² coy! / ³ Karena / ⁴ lagi / ⁵ ada / ⁶ topic / ⁷ aja / ⁸ sih.
		¹ Nice / ² buddy! / ³ Because / ⁴ again / ⁵ exist / ⁶ topic / ⁷ just / ⁸ anyway.
		"That's fun! That's because it has topic."
48	D	¹ Kaya / ² siapa / ³ contoh-nya, / ⁴ ada / ⁵ ga?
		¹ Like / ² who / ³ example-DEF / ⁴ exist / ⁵ no?
		"Like who? Anyone?"
49	C	¹ Kaya / ² siapa / ³ ya / ⁴ cowo
		¹ Like / ² who / ³ yes / ⁴ boy
		"It's kind of boy."
50	D	¹ Yang / ² cewe / ³ gapapa.
		¹ Who / ² girl / ³ it is okay.
		"Girl is fine."
51	C	¹ Ya / ² paling / ³ si / ⁴ Angel / ⁵ sih, / ⁶ dia / ⁷ fun / ⁸ anaknya.
		¹ Yes / ² most / ³ is / ⁴ Angel / ⁵ anyway, / ⁶ she / ⁷ 'fun' / ⁸ the person.
		"Maybe Angel, she's fun."
52	D	¹ Is / ² it / ³ important?
		¹ Is / ² it / ³ important?
		"Is it important?"
53	C	¹ Ga / ² terlalu / ³ penting / ⁴ sih, / ⁵ kaya / ⁶ emang / ⁷ temen / ⁸ bisa / ⁹ buat / ¹⁰ lo / ¹¹ sukses / ¹² gitu.
		¹ No / ² too / ³ important / ⁴ anyway, / ⁵ like / ⁶ indeed / ⁷ friends / ⁸ can / ⁹ make / ¹⁰ you / ¹¹ success / ¹² that's it.

		“Not really necessary, as like your friend can make and help you to be successful.”
54	D	¹ Bisa / ² dong / ³ kalo / ⁴ punya / ⁵ relasi.
		¹ Able / ² please / ³ if / ⁴ have / ⁵ relation.
		“It could be if you have the relations.”
55	C	¹ Relasi / ² sama / ³ temen / ⁴ emang / ⁵ sama?
		¹ Relation / ² with / ³ friend / ⁴ indeed / ⁵ same?
		“Is it the same with the relations with friends?”
56	D	¹ Kalo / ² you / ³ bantu / ⁴ dia, / ⁵ dia / ⁶ bantu / ⁷ you.
		¹ If / ² ‘you’ / ³ help / ⁴ her, / ⁵ she / ⁶ help / ⁷ ‘you’ .
		“If you help her, she helps you.”
57	D	¹ Oh / ² iya / ³ hobi / ⁴ lo / ⁵ apa?
		¹ Oh / ² yes / ³ hobby / ⁴ you / ⁵ what ?
		“Anyway, what’s your hobby?”
58	C	¹ Oh / ² hobi / ³ gue / ⁴ sih / ⁵ main / ⁶ Valo, / ⁷ gue / ⁸ suka / ⁹ banget / ¹⁰ apalagi / ¹¹ dua / ¹² ribu / ¹³ dua / ¹⁴ satu / ¹⁵ sampai / ¹⁶ dua / ¹⁷ ribu / ¹⁸ dua / ¹⁹ dua.
		¹ Oh / ² hobby / ³ I / ⁴ anyway / ⁵ play / ⁶ ‘Valo’, / ⁷ I / ⁸ like / ⁹ so much / ¹⁰ especially / ¹¹ two / ¹² thousand / ¹³ two / ¹⁴ one / ¹⁵ until / ¹⁶ two / ¹⁷ thousand / ¹⁸ two / ¹⁹ two.
		“My hobby is playing Valo (Valorant), I love it especially in two thousand and twenty one until two thousand and twenty two.”
59	D	¹ Oh, / ² lo / ³ yang / ⁴ early / ⁵ early / ⁶ gitu / ⁷ ya?
		¹ Oh / ² you / ³ who / ⁴ ‘early’ / ⁵ ‘early’ / ⁶ like that / ⁷ right?
		“Oh, are you the early player?”
60	C	¹ Engga / ² gue / ³ main / ⁴ dari / ⁵ dua / ⁶ ribu / ⁷ dua / ⁸ puluh, / ⁹ sempet / ¹⁰ stop / ¹¹ emang / ¹² laptop / ¹³ overheat / ¹⁴ mulu / ¹⁵ kan
		¹ No / ² I / ³ play / ⁴ from / ⁵ two / ⁶ thousand / ⁷ two / ⁸ dozens, / ⁹ see one’s way / ¹⁰ ‘stop’ / ¹¹ indeed / ¹² ‘laptop’ / ¹³ ‘overheat’ / ¹⁴ only / ¹⁵ right.
		“Nope. I played since two thousand and twenty but I stopped for a while due to my laptop was getting overheated.”
61	D	¹ Anjir, / ² overheat.
		¹ Damn / ² ‘overheat’ .
		¹ “Damn, / ² overheated.”
62	C	¹ Dua / ² ribu / ³ dua / ⁴ satu / ⁵ mulai / ⁶ lagi / ⁷ lah. / ⁸ Kan / ⁹ enak, / ¹⁰ FPS / ¹¹ naik / ¹² kan.
		¹ Two / ² thousand / ³ two / ⁴ one / ⁵ start / ⁶ again / ⁷ huh. / ⁸ Eh / ⁹ delicious

		/ ¹⁰ FPS' / ¹¹ up / ¹² right. "It's nice, the FPS increased."
63	D	¹ New / ² hobbies / ³ nih / ⁴ ada / ⁵ ga? / ⁶ Kaya / ⁷ hobi / ⁸ yang / ⁹ mau / ¹⁰ lo / ¹¹ seriusin. ¹ 'New' / ² 'hobbies' / ³ here / ⁴ exist / ⁵ not ? / ⁶ Like / ⁷ hobby / ⁸ that / ⁹ want / ¹⁰ you / ¹¹ serious. "Are there any new hobbies? Like a hobby that you want to take it seriously."
64	C	¹ Gue / ² suka / ³ banget / ⁴ badminton. ¹ I / ² like / ³ really / ⁴ 'badminton'. "I really love badminton."
65	D	¹ Eh ² anjir! ³ Gue ⁴ juga ⁵ suka ⁶ badminton. ¹ Uh / ² damn! / ⁴ I / ⁵ also / ⁶ like / ⁷ 'badminton'. "Oh damn it! I also love playing badminton."
66	C	¹ Two ² thousand ³ and ⁴ nineteen ⁵ gue ⁶ latihan ⁷ setiap ⁸ minggu, ⁹ bahkan ¹⁰ ini ¹¹ gue ¹² bawa ¹³ raket. ¹ Two ² thousand ³ and ⁴ nineteen ⁵ I ⁶ practice ⁷ every ⁸ week, ⁹ even ¹⁰ this ¹¹ I ¹² brought ¹³ racket. "I played every week in two thousand and nineteen. I even brought a racket today."
67	D	¹ Gue ² tu ³ pengen ⁴ tau, ⁵ cuma ⁶ gue ⁷ ga ⁸ ada ⁹ temen. ¹ I ² that ³ want ⁴ know, ⁵ only ⁶ I ⁷ no ⁸ exist ⁹ friend. "I also want it but I don't have any friends (to play with)."
68	D	¹ Gue ² baru ³ tau ⁴ lo ⁵ suka ⁶ banget. ¹ I ² new ³ know ⁴ you ⁵ like ⁶ very "I just knew you love it that much."
69	C	¹ Gue ² suka ³ banget. ¹ I ² like ³ very "I really love it."
70	C	¹ Ng-omong-in ² Valo ³ deh, ⁴ gue ⁵ cupu ⁶ banget ⁷ coy. ¹ AV-talk-APL ² Valo ³ just, ⁴ I ⁵ nerd ⁶ very ⁷ dude. "Talking about Valo, I'm very bad at it."
71	D	¹ Gue ² juga ³ cupu ⁴ banget. ¹ I ² also ³ nerd ⁴ very. "Same here."
72	C	¹ Hobi ² main ³ Valo ⁴ yah? ¹ Hobby ² play ³ Valo ⁴ yeah?

		"Like playing Valo, huh?"
73	C	¹ Kan ² game ³ itu ⁴ buat ⁵ kita ⁶ seneng ⁷ ya, ⁸ iya ⁹ burnout.
		¹ Right ² game ³ that ⁴ for ⁵ us ⁶ happy ⁷ yeah ⁸ yes ⁹ burnout
		"That game makes us happy, and also burnout."
74	C	¹ Jadi ² udah ³ satu ⁴ match ⁵ gitu, ⁶ udah.
		¹ So ² done ³ one ⁴ match ⁵ that's it, ⁶ done
		"After one match, it's done."
75	D	¹ Jadi ² cuma ³ satu ⁴ match?
		¹ So ² only ³ one ⁴ match?
		"So, only one match?"
76	C	¹ Iya, ² sampai ³ habis.
		¹ Yes, ² until ³ finished.
		"Yes, until the end (of the match)."
77	D	¹ Gue ² bisa ³ sampai ⁴ six ⁵ match.
		¹ I ² can ³ until ⁴ six ⁵ match.
		"I can do up to 6 matches."
78	C	¹ Tergantung ² device ³ sih, ⁴ kalo ⁵ device ⁶ lo ⁷ cacat ⁸ ya ⁹ ga ¹⁰ bisa.
		¹ Depends ² device ³ anyway, ⁴ if ⁵ device ⁶ you ⁷ defect ⁸ yes ⁹ no ¹⁰ can.
		"Depends on the device, if your device is not that compatible to play with, then you can't."
79	C	¹ Terus ² kalo ³ lo ⁴ mati ⁵ gitu ⁶ ga ⁷ teriak?
		¹ Then ² if ³ you ⁴ dead ⁵ that's it ⁶ no ⁷ scream?
		"Don't you scream when you (character) died?"
80	D	¹ Teriak ² sih, ³ ke-tembak.
		¹ Scream ² anyway, ³ being-shot.
		"I do scream when being shot."
81	D	¹ Lo ² kalo ³ main ⁴ berapa ⁵ lama
		¹ You ² if ³ play ⁴ how ⁵ long
		"How long do you play the game?"
82	C	¹ Berapa ² lama ³ ya, ⁴ satu ⁵ match ⁶ empat puluh ⁷ lima ⁸ menit-an ⁹ lah.
		¹ How ² long ³ yes, ⁴ one ⁵ match ⁶ fourty ⁷ five ⁸ minute-APRX ⁹ PRT
		"One match is about forty five minutes."
83	D	¹ Bisa ² satu ³ sampai ⁴ dua ⁵ jam ⁶ ga ⁷ sih ⁸ satu ⁹ match?
		¹ Can ² one ³ until ⁴ two ⁵ hours ⁶ no ⁷ anyway ⁸ one ⁹ match?
		"Can it take up to 1-2 hours in one match?"
84	C	¹ Iya ² iya, ³ tapi ⁴ capek.
		¹ Yes ² yes, ³ but ⁴ tired.

		"It can, but exhausting."
85	D	¹ Iya, ² tapi ³ seru.
		¹ Yes, ² but ³ exciting/fun.
		"Yes, but it's fun."
86	D	¹ Temen ² temen ³ lo ⁴ ng_apa_in?
		¹ Friend ² friend ³ you ⁴ PREFIX-what-SUF?
		"What did your friends do?"
87	C	¹ Gossip ² sih.
		¹ Gossip ² anyway.
		"Gossip / spilling the tea."
88	C	¹ Pas ² gue ³ di ⁴ jkt ⁵ sih ⁶ jalan jalan ⁷ ya.
		¹ Fit ² l ³ in ⁴ jkt ⁵ anyway ⁶ walk ⁷ yes.
		"We / They took a walk when I'm in jkt (Jakarta)."
89	D	¹ Oh, ² jkt ³ wota ⁴ ya. ⁵ Anjir, ⁶ anak ⁷ Jakut ⁸ gosip ⁹ semua?
		¹ Oh, ² jkt ³ wota ⁴ yes. ⁵ Damn, ⁶ child ⁷ Jakut ⁸ gossip ⁹ all?
		"Oh, jkt wota. Damn, all Jakut (North Jakarta) people do gossip?"
90	C	¹ Engga ² lah, ³ engga
		¹ No ² PRT, ³ no.
		"No."
91	D	¹ / ² punya ³ temen ⁴ lah ⁵ /, ⁶ cuman ⁷ ga ⁸ banyak.
		¹ I ² have ³ friend ⁴ anyway ⁵ I ⁶ just ⁷ no ⁸ many.
		"I have so many friends, but not that much."
92	D	¹ Dulu ² temen ³ sd ⁴ ada ⁵ two ⁶ jadi ⁷ bertiga, ⁸ kalo ⁹ smp ¹⁰ fourteen, ¹¹ kalo ¹² sma ¹³ ten ¹⁴ orang.
		¹ Before ² friend ³ primary school ⁴ exist ⁵ two ⁶ so ⁷ three, ⁸ if ⁹ junior high school ¹⁰ fourteen ¹¹ if ¹² senior high school ¹³ ten ¹⁴ person.
		"Long ago, there are two elementary friends so makes it three, in junior high school fourteen friends, senior high school ten people."
93	C	¹ Masih ² connect ³ ya?
		¹ Still ² connect ³ yes?
		"Still in touch?"
94	D	¹ Masih, ² cuman ³ yang ⁴ smp ⁵ udah ⁶ ga ⁷ terlalu.
		¹ Still, ² just ³ that ⁴ junior high school ⁵ done ⁶ no ⁷ too.
		"Yes, but seldomly with friends in junior high school."
95	D	¹ Terus ² yang ³ kuliah ⁴ ya ⁵ bisa ⁶ tau ⁷ lah.
		¹ Then ² that ³ lecture ⁴ yes ⁵ can ⁶ know ⁷ right.
		"You also know the mean of the college friends (He or she is not

		really close with friends in college).”
96	C	¹ Gue?
		¹ Me?
		“Me?”
97	D	¹ Iya ² boleh ³ boleh, ⁴ boleh ⁵ di-coba.
		¹ Yes ² can ³ can, ⁴ can ⁵ PFOC-try.
		“Yeah yeah you can. You may try.”
98	C	¹ Apa ² aja ³ sih ⁴ activity-nya?
		¹ What ² just ³ anyway ⁴ activity-DEF?
		“What are the activities?”
99	D	¹ In ² mine ³ ya ⁴ gosip, ⁵ main, ⁶ cari ⁷ makan.
		¹ In ² mine ³ yes ⁴ gossip, ⁵ play, ⁶ search ⁷ food.
		“Mine is gossiping, playing, and looking for food.”
100	C	¹ Basic ² ya.
		¹ Basic ² yes.
		“So basic.”
101	D	¹ Basic ² lah.
		¹ Basic ² right.
		“It’s basic.”
102	C	¹ Kadang ² itu ³ Cici ⁴ ngajak ⁵ main ⁶ golf ⁷ anjir.
		¹ Sometimes ² that ³ Cici ⁴ invite ⁵ play ⁶ golf ⁷ damn.
		“Sometimes Cici (invited us to play golf.”

Appendix IV. Transcript 3

Line	Participant	Transcription
1	E	¹ Oke,/ ² jadi,/ ³ lo/ ⁴ itu/ ⁵ punya/ ⁶ banyak/ ⁷ 친구/ ⁸ ga-sih?/ ⁹ maksud-nya,/ ¹⁰ kalo/ ¹¹ di/ ¹² Tangerang.
		¹ Okay,/ ² so,/ ³ you/ ⁴ that/ ⁵ have/ ⁶ many/ ⁷ FRIENDS/ ⁸ no-PRT?/ ⁹ mean-DEF,/ ¹⁰ if/ ¹¹ in/ ¹² Tangerang.
		“Well, do you have many friends? I mean in Tangerang.”
2	F	¹ Punya/ ² sih,/ ³ lumayan,/ ⁴ how/ ⁵ about/ ⁶ you?
		¹ have/ ² PRT,/ ³ quite,/ ⁴ how/ ⁵ about/ ⁶ you?
		“Yes, how about you?”
3	E	¹ Iya,/ ² mayan../ ³ kind/ ⁴ of/ ⁵ dari/ ⁶ beberapa/ ⁷ fase/ ⁸ ke-hidup-an../ ⁹ maksud-nya/ ¹⁰ elementry/ ¹¹ trus/ ¹² kek/ ¹³ SMP,/ ¹⁴ SMA,/ ¹⁵ / ¹⁶ guess/ ¹⁷ punya../ ¹⁸ punya.../ ¹⁹ tapi/ ²⁰ not/ ²¹ a/ ²² lot....,
		¹ yes,/ ² quite../ ³ kind/ ⁴ of/ ⁵ from/ ⁶ some/ ⁷ phase/ ⁸ PREFIX-life-SUFFIX../ ⁹ mean- DEF / ¹⁰ elementry/ ¹¹ then/ ¹² like/ ¹³ SMP,/ ¹⁴ SMA,/ ¹⁵ / ¹⁶ guess/ ¹⁷ have../ ¹⁸ have.../ ¹⁹ but/ ²⁰ not/ ²¹ a/ ²² lot....,
		“Yes, from several life stage, elementary, junior high school, and senior high school, I have a lot.”
4	E	¹ But/ ² karna/ ³ beberapa/ ⁴ kan/ ⁵ masih/ ⁶ in/ ⁷ touch/ ⁸ trus/ ⁹ ada/ ¹⁰ yang/ ¹¹ udah/ ¹² ngga,/ ¹³ tapi/ ¹⁴ yang/ ¹⁵ dekat/ ¹⁶ yang/ ¹⁷ masih/ ¹⁸ close/ ¹⁹ with/ ²⁰ paling/ ²¹ bisa/ ²² di-hitung/ ²³ pakai/ ²⁴ tangan
		¹ But/ ² because/ ³ some/ ⁴ right/ ⁵ still/ ⁶ in/ ⁷ touch/ ⁸ then/ ⁹ there/ ¹⁰ that/ ¹¹ already/ ¹² not,/ ¹³ but/ ¹⁴ that/ ¹⁵ close/ ¹⁶ that / ¹⁷ still/ ¹⁸ close/ ¹⁹ with/ ²⁰ most/ ²¹ can/ ²² PRE-count/ ²³ use/ ²⁴ hand
		“Still keep in touch with some of them, but the who are still close can be counted by hand.”
5	F	¹ sama/ ² sih,./ ³ gua/ ⁴ juga/ ⁵ gitu/ ⁶ kayak/ ⁷ ya.../ ⁸ masih/ ⁹ mungkin/ ¹⁰ ngga/ ¹¹ yang/ ¹² in/ ¹³ touch/ ¹⁴ banget,/ ¹⁵ tapi/ ¹⁶ masih/ ¹⁷ suka/ ¹⁸ kayak/ ¹⁹ Instagram,/ ²⁰ liet/ ²¹ story/ ²² kekgitu/, ²³ just/ ²⁴ reply/ ²⁵ story/ ²⁶ untuk/ ²⁷ nanya/ ²⁸ kabar/ ²⁹ buat/ ³⁰ basa-basi.
		¹ same/ ² PRT,./ ³ I/ ⁴ also/ ⁵ that/ ⁶ like/ ⁷ yes..../ ⁸ still/ ⁹ maybe/ ¹⁰ not/ ¹¹ that/ ¹² in/ ¹³ touch/ ¹⁴ really,/ ¹⁵ but/ ¹⁶ still/ ¹⁷ like/ ¹⁸ like/ ¹⁹ Instagram,/ ²⁰ view/ ²¹ story/ ²² that/, ²³ just/ ²⁴ reply/ ²⁵ story/ ²⁶ to/ ²⁷ ask/ ²⁸ kabar/ ²⁹ for/ ³⁰ chit-chat
		“Me too. We still communicate but not too close anymore, but still

		see their Instagram stories and reply to it just for a small talk asking how are they.”
6	E	¹ iya.../ ² sama/ ³ sih
		1 yes.../ 2 same/ 3 PRT
		“Yes, it’s same.”
7	F	¹ biasa-nya/ ² kalau/ ³ sama/ ⁴ temen,/ ⁵ kemana/ ⁶ aja?/ ⁷ hang/ ⁸ out/ ⁹ kemana/ ¹⁰ gitu..?
		1 usual-DEF/ 2 if/ 3 with/ 4 friends,/ 5 where/ 6 only?/ 7 hang/ 8 out/ 9 where/ 10 that..?
		“Where do you usually go with? where are you hanging out?”
8	E	¹ ummm.../ ² dulu/ ³ with/ ⁴ my/ ⁵ junior/ ⁶ high/ ⁷ friends,/ ⁸ that/ ⁹ sometimes.../ ¹⁰ ya/ ¹¹ kalo/ ¹² di/ ¹³ Jakarta/ ¹⁴ paling/ ¹⁵ where/ ¹⁶ sih??/ ¹⁷ most/ ¹⁸ ke/ ¹⁹ mall.../ ²⁰ watching.../ or/ sometimes/ ²¹ 맛집/ ²² or/ ²³ sometimes/ ²⁴ we/ ²⁵ would/ ²⁶ hanging/ ²⁷ out/ ²⁸ at/ ²⁹ home/ ³⁰ friends/ ³¹ at/ ³² wrong/ ³³ one/ ³⁴ friends/ ³⁵ me
		¹ hmmm.../ ² formerly/ ³ with/ ⁴ my/ ⁵ junior/ ⁶ high/ ⁷ friends,/ ⁸ that/ ⁹ sometimes.../ ¹⁰ yeah/ ¹¹ if/ ¹² at/ ¹³ Jakarta/ ¹⁴ most/ ¹⁵ where/ ¹⁶ PRT/ ¹⁷ most/ ¹⁸ to/ ¹⁹ mall.../ ²⁰ watching.../ ²¹ or/ ²² no/ ²³ sometimes/ ²⁴ we/ ²⁵ would/ / ²⁶ hanging/ ²⁷ out/ ²⁸ at/ ²⁹ home/ ³⁰ friends/ ³¹ at/ ³² wrong/ ³³ one/ ³⁴ friends/ ³⁵ me
		“Hmmm... sometimes... But if in Jakarta, what place is usually visited? Yeah, go to the mall or sometimes we meet in our friend’s house.”
9	E	¹ jadi/ ² kita/ ³ punya/ ⁴ friend/ ⁵ group,/ ⁶ waktu/ ⁷ SMP,/ ⁸ isi-nya/ ⁹ ada/ ¹⁰ enam/ ¹¹ termasuk/ ¹² aku.../ ¹³ nah/ ¹⁴ ya/ ¹⁵ terus/ ¹⁶ kita/ ¹⁷ suka/ ¹⁸ kumpul/ ¹⁹ di/ ²⁰ salah/ ²¹ satu/ ²² rumah/ ²³ temen/ ²⁴ aku
		¹ so/ ² we/ ³ have/ ⁴ friend/ ⁵ group,/ ⁶ time/ ⁷ junior high school,/ ⁸ contains-SUFFIX/ ¹⁰ six/ ¹¹ including/ ¹² me.../ ¹³ well/ ¹⁴ yeah/ ¹⁵ then/ ¹⁶ us/ ¹⁷ like/ ¹⁸ gathering/ ¹⁹ in/ ²⁰ wrong/ ²¹ one/ ²² house/ ²³ friends/ ²⁴ me
		“We have a friend group when junior high school and we like to gather in one of our friend’s house.”
10	F	¹ sama/ ² sih.../ ³ aku/ ⁴ juga/ ⁵ usually/ ⁶ just.../ ⁷ biasa-nya/ ⁸ cuma/ ⁹ main/ ¹⁰ di/ ¹¹ rumah/ ¹² atau.../ ¹³ ya/ ¹⁴ emang/ ¹⁵ sih.../ ¹⁶ kemana/ ¹⁷ lagi/ ¹⁸ ya/ ¹⁹ selain/ ²⁰ ke/ ²¹ mall..
		1 same/ 2 PRT.../ 3 I/ 4 also/ 5 usually/ 6 just.../ 7 usual-DEF / 8

		only/ 9 main/ 10 at/ 11 home/ 12 or../ 13 yeah/ 14 indeed/ 15 anyway.../ 16 where/ 17 again/ 18 yeah/ 19 other / 20 to / 21 malls..
		“Yes, same with me. I usually play with them in my friend’s house because we do not know where we would like to go.”
11	E	¹ no/ ² where/ ³ place/ ⁴ to/ ⁵ go...
		¹ no/ ² where/ ³ place/ ⁴ to/ ⁵ go...
		“no where place to go...”
12	E	1lo/ 2itu/ 3nyari/ 4apa/ 5dari/ 6teman-teman?
		1you/ 2 that/ 3 search/ 4 what/ 5 from/ 6 friends
		“What are you looking for from friends?”
13	E	1maksud-nya/ 2kualitas../ 3kadang/ 4kan/ 5ada/ 6yang/ 7nyari/ 8teman/ 9buat/ 10ngobrolin/ 11kuliah/ 12aja/ 13atau/ 14apa../ 15trus/ 16ada/ 17yang/ 18kayak/ 19nyari/ 20comfort./ 21/ 22think./ 23Ada/ 24yang/ 25kayak.../ 26apa/ 27sih/ 28gua/ 29ga/ 30paham.../
		1mean-DEF / 2 quality../ 3 sometimes/ 4 right/ 5 there/ 6 that/ 7 looking for/ 8 friends/ 9 making/ 10 chatting/ 11 lectures/ 12 just/ 13 or/ 14 what../ 15 then/ 16 there/ 17 that/ 18 kayaking/ 19 looking for/ 20 comfort./ 21/ 22 think./ 23 Yes/ 24 that/ 25 like.../ 26 what/ 27 PRT/ 28 I/ 29 not/ 30 understand.../
		“I mean for the quality because sometimes we find a friend for talking about our school or we find the comfort from them I think. What you find from them? Do you understand me?”
14	F	1 네/ 2 제/ 3 이해해 .
		1 yeah../ 2 I/ 3 understand.
		“Yes, I understand. ”
15	F	1kalo/ 2/ 3sih./ 4nyari-nya/ 5tuh/ 6ya../ 7yang/ 8se-frekuensi..
		1if/ 2/ 3 PRT./ 4 look for/ 5yeah/ 6yes../ 7that/ 8 PREFIX-frequency..
		“For me, I look the frequencies.”
16	F	1maksud-nya/ 2kayak/ 3kalo/ 4kamu/ 5temen-an/ 6tapi/ 7ngga/ 8sefrekuensi/ 9itu/ 10kan/ 11susah/ 12kan../ 13susah/ 14nyambung,/ 15ga/16bisa/ 17mingle/ 18karna/ 19ga/20nyambuung/ 21aja/ 22gitu.../ 23ya/ 24jatohnya/ 25kayak/ 26cuman/ 27teman/ 28se-sekolah/ 29atau/ 30teman/ 31sesaat/ 32trus/ 33nanti/ 34lulus/ 35lupa/ 36karna/ 37emang/ 38ga/ 39se-frekuensi/ 40itu/ 41ga/42bisa/ 43lanjut..

		<p>1mean-DEF / 2 like/ 3 if/ 4 you/ 5 friends-have/ 6 but/ 7 not/ 8 frequency/ 9 that/ 10 right/ 11 hard/ 12 right../ 13 hard/ 14 connect,/ 15 not/ 16 can/ 17 mingle/ 18 because/ 19 not/20 connect / 21 just/ 22 so... / 23 yes/ 24 fell/ 25 like/ 26 only/ 27 friends/ 28 ADV-school/ 29 or/ 30 friends/ 31 for a while/ 32 then/ 33 later/ 34 pass/ 35 forget/ 36 because/ 37 indeed/ 38not/ 39 ADV-frequency/ 40 then/ 41not/42 can/ 43 continue..</p> <p>"I mean if you do not have the same frequencies to make friend with them, it is difficult for daily communication, we cannot mingle so then we just friends for school or for certain time. And then, after school, we forget because we cannot continue the relation because of we do not have the same frequencies."</p>
17	F	<p>1jadi/ 2<u>gue</u>/ 3cuma/ 4cari/ 5yang/ 6se-frekuensi/ 7aja..</p> <p>1so/ 2/ 3only/ 4find/ 5that/ 6ADV-frequency/ 7only..</p> <p>"So, for me, I will find the same frequencies."</p>
18	F	<p>1kalo/ 2lo/ 3gimana?</p> <p>1 of/ 2 you/ 3 how?</p> <p>"How about you?"</p>
19	E	<p>1Tapi/ 2sebelum-nya/ 3bentar.../ 4tapi/ 5iya/ 6si,/ 7benar/ 8si,/ 9kalau/ 10ga/ 11sefrekuensi,/ 12setelah/ 13lulus/ 14kemana?</p> <p>1But/ 2before-DEF / 3wait.../ 4but/ 5yes/ 6anyway,/ 7true/ 8 anyway,/ 9if/ 10not/ 11frequency,/ 12after/ 13pass/ 14where?</p> <p>"But, wait, yes, it is right. If we do not have the same frequencies, after graduate what would like to continue?"</p>
20	F	<p>1cuma/ 2muncul/ 3di/ 4story,/ 5biasa-nya/ 6mereka/ 7tuh/ 8cuma/ 9men-like/ 10story/ 11atau/ 12men-like/ 13post</p> <p>1 only/ 2 appears/ 3 in/ 4 story,/ 5 usual-DEF / 6 they/ 7 only/ 8 only/ 9 PREFIX-like/ 10 story/ 11 or/ 12 PREFIX-like / 13 post</p> <p>"Only appears in stories, usually they just like our stories or posts."</p>
21	E	<p>1Trus/ 2kadang,/ 3it/ 4feels/ 5weird,/ 6kind/ 7of../ 8kayak/ 9me-lihat/ 10komen/ 11temen/ 12kamu/ 13yang/ 14udah/ 15lama/ 16ga/ 17ketemu,/ 18and/ 19then/ 20lo/ 21liat/ 22lagi/ 23di/ 24comment/ 25section...</p> <p>1 Then/ 2sometimes,/ 3it/ 4feels/ 5weird,/ 6kind/ 7of../ 8kayak/ 9AV-see/ 10comments/ 11friend/ 12you/ 13that/ 14already/ 15old/ 16not/ 17meet,/ 18and/ 19then/ 20you/ 21watch/ 22again /</p>

		23at/ 24comment/ 25section...
		"Then sometimes, it feels weird, kind of looking their comments in your comment section."
22	E	1but/ 2aneh/ 3karena/ 4kayak/ 5are/ 6you/ 7being/ 8some/ 9sure?/ 10atau/ 11kamu/ 12cuma/ 13basa-basi,/ 14supaya/ 15ngga/ 16lost/ 17touch/ 18completing/ 19gitu/ 20loh..
		1 but/ 2 weird/ 3 because/ 4 like/ 5are/ 6you/ 7being/ 8some/ 9sure?/ 10or/ 11you/ 12just/ 13 chit-chat,/ 14so/ 15not/ 16lost/ 17touch/ 18completing/ 19that/ 20one..
		"It is weird. It's like are you being some sure? Or you just a small talk so as not to lose contact."
23	E	1tapi/ 2ga-tau/ 3sih...
		1 but/ 2 NEG-know/ 3 PRT...
		"But, I do not know."
24	E	1tapi/ 2kadang/ 3ya/ 4basa-basi/ 5me-reply/ 6story,/ 7trus/ 8kayak/ 9hi../ 10gimana/ 11aja?/ 12ya/ 13kayak/ 14gitulah../ 15apa
		1but/ 2sometimes/ 3yeah/ 4 chit-chat/ 5AV-reply/ 6story,/ 7then/ 8like/ 9hi../ 10how/ 11aja?/ 12yes/ 13like/ 14like./ 15what
		"But, we just reply their story with hi, how's your life? Or something like that."
25	E	1kabar/ 2habis/ 3itu/ 4yudah/ 5lost/ 6kontak/ 7lagi/ 8gitu/ 9kan..
		1 news/ 2 finished/ 3 that/ 4 done/ 5 lost/ 6 contacts/ 7 more/ 8 that/ 9 right..
		"After it, we lost contact again."
26	E	1jadi/ 2kalo/ 3ga/ 4se-frekuensi/ 5emang/ 6susah...
		1 so/ 2 if/ 3not/ 4 ADV-frequency/ 5 indeed/ 6 difficult...
		"So, if we do not have the same frequencies, it will difficult."
27	F	1se-penting/ 2apa/ 3sih/ 4buat/ 5lo/ 6untuk/ 7men-jaga/ 8per>teman<an/ 9lo?
		1ADV-important/ 2 what/ 3 PRT / 4 for/ 5you/ 6 to/ AV-keep/ <ship>friend/ 9you?
		"How is important for you to maintain your friendship?"
28	E	1sepending/ 2itu/ 3sih../ 4tapi/ 5pending-nya/ 6tergantung/ 7konteks/ 8karna/ 9karna/ 10menjaga/ 11per>teman<an/ 12itu/ 13penting,/ 14tapi/ 15aku/ 16harus/ 17mastiin/ 28that/ 29friend/ 30ini/ 31bikin/ 32aku/ 33kurang/ 34comfortable/ 35gitu/ 36apa/

		<p>37ngga../ 38kurang/ 39nyaman/ 40apa/ 41ngga/ 42gitu/ 43kan..</p> <p>1 important/ 2 that/ 3 PRT../ 4 but/ 5 important-DEF / 6 depends/ 7 context/ 8 because/ 9 because/ 10 keeps/ 11 <ship>friend/ 12 that/ 13 important,/ 14 but/ 15 I/ 16 must/ 17 sure/ 28 that/ 29 friend/ 30 this/ 31 makes/ 32 I/ 33 less/ 34 comfortable / 35 that/ 36 what/ 37 not../ 38 less/ 39 comfortable/ 40 what/ 41 not/ 42 that/ 43 right..</p> <p>“It’s important, but it depends on the context because we should make sure that they make us comfort or not.”</p>
29	E	<p>1jadi,/ 2penting/ 3untuk/ 4men-jaga/ 5per>teman<an,/ 6tapi/ 7mungkin/ 8juga/ 9penting/ 10untuk/ 11men-jaga/ 12diri/ 13kita/ 14sendiri..</p> <p>1 so,/ 2 important/ 3 for/ 4 AV-keep/ 5 <ship>friend,/ 6 but/ 7maybe/ 8also/ 9important/ 10 for/ 11 AV-keep/ 12 self/ 13 us/ 14 alone..</p> <p>“So, it is important to maintain it, but it is important too for us to protect ourselves.”</p>
30	F	<p>1karena/ 2kalo/ 3lo/ 4nge-surround/ 5yourself/ 6with/ 7temen-temen./ 8mungkin/ 9you/ 10and/ 11them/ 12itu/ 13selain/ 14ga/ 15se-frekuensi/ 16ya/ 17ga/ 18se-jalan/ 19 maksud-nya/ 20kayak</p> <p>1 because/ 2 if/ 3you/ 4AV-surround/ 5yourself/ 6with/ 7 friends./ 8maybe/ 9you/ 10and/ 11them/ 12that/ 13other/ 14not/ 15ADV-frequency/ 16yeah/ 17not/ 18ADV-way/ 19 mean-DEF / 20like</p> <p>“Because if you surround yourself with your friends. Maybe, you and them will not have the frequencies and not have the same path.”</p>
31	F	<p>1you/ 2don't/ 3see/ 4the/ 5world,/ 6the/ 7way/ 8they/ 9see/ 10the/ 11world,/ 12trus/ 13jadi/ 14kan/ 15bisa/ 16beda</p> <p>1you/ 2don't/ 3see/ 4the/ 5world,/ 6the/ 7way/ 8they/ 9see/ 10the/ 11 world,/ 12trus/ 13so/ 14right/ 15can/ 16different</p> <p>“you don't see the world, the way they see the world, so it will different.”</p>
32	E	<p>1beda/ 2perspektif/ 3ya../ 4dan/ 5aura/ 6ya..</p> <p>1 different/ 2 perspectives/ 3 yeah../ 4 and/ 5 aura/ 6 yeah..</p> <p>“Different perspectives and aura.”</p>
33	E	<p>1I/ 2mean/ 3like/ 4the/ 5positivity-nya/ 6itu/ 7juga/ 8kurang,/</p>

		<p>9negativity/ 10itu/ 11juga..</p> <p>11/ 2mean/ 3like/ 4the/ 5positivity-DEF/ 6that/ 7 also/ 8 less,/ 9 negativity/ 10 that/ 11 too..</p> <p>"I mean like the positivity also less and also the negativity."</p>
34	F	<p>1iyaa../ 2iya/ 3benar../ 4jadi/ 5kayak/ 6begitu/ 7lu/ 8ng(e)-chat/ 9orang/ 10ini/ 11ga/ 12nyaman/ 13buat/ 14lo..</p> <p>1yeah../ 2yeah/ 3true../ 4so/ 5like/ 6that/ 7you/ 8AV-chat/ 9person/ 10this/ 11not/ 12comfort/ 12for/ 13you..</p> <p>"Yes, it's right. So, when you chat them, it will make you feel not comfort."</p>
35	F	<p>1kayak/ 2yaudah/ 3vibes/ 4se-lanjut-nya/ 5udah .../ 6rasanya/ 7ga/ 8nyaman/ 9aja/ 10ngobrol/ 11setelah-setelah-nya/ 12gitu.</p> <p>1 like/ 2 okay/ 3vibes/ 4PREFIX-continue-DEF / 5already .../ 6feel-DEF / 7not/ 8 comfortable/ 9 only/ 10 converse/ 11 after-after-DEF / 12 that.</p> <p>"The vibes will be different and we feel not comfort to talk after that."</p>
36	E	<p>1tapi/ 2biasa-nya/ 3kan.../ 4kalo/ 5tadi/ 6you/ 7say/ "8lo/ 9itu/ 10kan/ 11suka/ 12pergi/ 13ke/ 14mall/ 15atau/ 16you/ 17hanging/ 18out/ 19di/ 20rumah/ 21temen/ 22aja/"23 tapi/ 24kala/ 25di/ 26antara/ 27dua/ 28itu/ 29kamu/ 30prefer/ 31yang/ 32mana?/ 33suka/ 34yang/ 35mana?</p> <p>1 but/ 2 usual-DEF / 3 right.../ 4 if/ 5 last/ 6 you/ 7 say/ "8you/ 9 that/ 10 right/ 11 likes/ 12 goes/ 13 to/ 14 mall/ 15 or/ 16 you/ 17 hanging/ 18 out/ 19 in/ 20 home/ 21 friends/ 22 only/"23 but/ 24times/ 25in/ 26between/ 27two/ 28that/ 29you/ 30prefer/ 31which/ 32which?/ 33like/ 34that/ 35which?</p> <p>"Like what you say, "you like to go to the mall or hanging out in your friend's house", which do you prefer to choose? Which you like?"</p>
37	F	<p>1um.../ 2kalau/ 3sekarang.../ 4I/ 5prefer/ 6keluar.../ 7nyari/ 8restoran/ 9bareng-bareng../ 10bukan/ 11di/ 12mall/ 13atau/ 14kayak/ 15ke/ 16tempat/ 17eskrim,/ 18atau/ 19ke/ 20gunung..</p> <p>1hm.../ 2if/ 3now.../ 4I/ 5prefer/ 6out.../ 7find/ 8restaurants/ 9together../ 10not/ 11in/ 12mall/ 13or/ 14like/ 15to/ 16place/ 17ice cream,/ 18or/ 19ke/ 20mountain..</p> <p>"Hmmm... for now, I prefer to go outside looking for restaurants together, ice cream shop, go to the mountain, not go to the mall."</p>

38	F	1it's/ 2also/ 3interesting/ 4untuk/ 5di-dateng-in/ 6bareng/ 7temen-temen./ 8jadi/ 9mungkin../ 10eh/ 11tapi/ 12mungkin/ 13both../ 14kalau/ 15sekarang/ 16kan/ 17aku/ 18melihatnya/ 19dengan/ 20kita/ 21gitu/ 22kan..
		1it's/ 2also/ 3interesting/ 4for/ 5PFOC-come-APL/ 6together/ 7friends./ 8so/ 9maybe../ 10eh/ 11but/ 12maybe/ 13both../ 14if/ 15now/ 16right/ 17I/ 18see-DEF / 19with/ 20us/ 21that / 22 right..
		"It's also interesting to visit with friend, but maybe I look it just for now."
39	F	1trus/ 2kita/ 3kan/ 4suka/ 5ng-inep/ 6di/ 7rumah/ 8Reyna../ 9suka/ 10main/ 11ke/ 12rumah/ 13Ido../ 14main/ 15sama/ 16kucing-nya../ 17trus/ 18kadang/ 19keluar/ 20kan
		1 then/ 2we/ 3 do/ 4 like/ 5 AV-stay/ 6at/ 7 house/ 8 Reyna../ 9 like/ 10 play/ 11 go/ 12 house/ 13 Ido../ 14 play/ 15 same/ 16 cat-DEF/ 17 then/ 18 sometimes/ 19 out/ 20 right
		"Then, we like to stay in Reyna's house, visit Ido's house, play with his cat, or sometimes we go outside."
40	F	1Ter-gantung/ 2sirkel..
		1able-Depend/ 2circle..
		"Depends on the circle."
41	E	1 maksud-nya/ 2kayak../ 3I/ 4will/ 5maybe/ 6with/ 7us..
		1 mean-DEF / 2like../ 3I/ 4 will/ 5 maybe/ 6with/ 7 us..
		"I mean, I will maybe with us."
42	E	1kayak/ 2sama/ 3Reyna../ 4aku/ 5juga/ 6lebih/ 7suka/ 8keluar,/ 9tapi/ 10di/ 11sirkel/ 12yang/ 13lain/ 14itu/ 15aku/ 16lebih/ 17suka/ 18di/ 19rumah/ 20aja..
		1 like/ 2 same/ 3 Reyna../ 4 i/ 5 also/ 6 more/ 7 like/ 8 out,/ 9 but/ 10 in/ 11 circle/ 12 that/ 13 others/ 14 that/ 15 I/ 16 more/ 17 like/ 18 in/ 19 houses/ 20 only..
		"With Rehna, I like to go outside, but in other circle, I prefer to stay at home."
43	F	1betul../ 2betul..
		1 right../ 2 right..
		"Right, right."
44	E	1pernah/ 2ga/ 3sih/ 4lo/ 5mutus-in/ 6per>teman<an?
		1 ever/ 2not/ 3 PRT / 4you/ 5 cut-SUFFIX/ 6 <ship>friend?
		"Have you ever cut off a friendship?"

45	E	1 maksud-nya/ 2kek../ 3um.../ 4I/ 5mean/ 6lu/ 7me-mutus-kan/ 8untuk/ 9putus-in/ 10pertemanan?
		1 mean-DEF / 2like../ 3hm.../ 4I/ 5mean/ 6you/ 7AV-break-APL/ 8for/ 9break-APL/ 10 friendships?
		"I mean you decide to cut off it."
46	F	1kalau/ 2untuk/ 3mutus-in/ 4per>teman<an,/ 5maybe/ 6not/ 7really,/ 8but/ 9um../ 10I/ 11did/ 12sama/ 13temen/ 14aku/ 15waktu/ 16SMP/ 17sih,
		1if/ 2for/ 3 cut-SUFFIX/ 4 <ship>friend,/ 5maybe/ 6 not/ 7really,/ 8but/ 9hm../ 10I/ 11did/ 12 with/ 13friend/ 14I/ 15time/ 16junior high school/ 17 PRT,
		"If cut off, maybe not really, but I did it when junior high school."
47	E	1tapi/ 2terus/ 3itu/ 4kayak/ 5baik-an/ 6lagi/ 7soal-nya/ 8waktu/ 9itu/ 10ya../ 11masalah-nya/ 12ya../ 13ya/ 14gitulah.../ 15masalah-nya/ 16itu/ 17kayak/ 18anak/ 19SMP
		1 but/ 2 then/ 3 that/ 4 like/ 5 okay-SUFFIX/ 6 again/ 7 matter-SUFFIX/ 8 time/ 9 that/ 10 yeah../ 11 problem-DEF/ 12 yeah../ 13 yeah / 14 that.../ 15 problem-DEF/ 16 that/ 17 like/ 18 child/ 19 junior high school
		"But then, we okay. It is because the problem is like... yeahh just teenager problem."
48	E	1 네/ 2 네
		1yeah.../ 2yeah..
		"Yes.. yes..."
49	F	1masih../ 2um..../ 3for/ 4some/ 5reason.../ 6waktu/ 7itu/ 8sekolahnya/ 9kecil,/ 10tapi/ 11dramanya/ 12ada/ 13aja..
		1 still../ 2hm..../ 3 for/ 4some/ 5reason.../ time/ 7 that/ 8 school-DEF/ 9 small,/ 10 but/ 11 drama-DEFINITIVE/ 12 there/ 13 only..
		"We are in a small school, but there are also some dramas."
50	F	1mungkin/ 2karena/ 3semua-nya/ 4kenal/ 5satu/ 6sama/ 7lain../ 8trus/ 9kek/ 10family...
		1I/ 2don't/ 3know
		1maybe/ because/ 3 all-DEF/ 4 know/ 5 one/ 6 same/ 7 others../ 8 then/ 9 like/ 10 family...
		1I/ 2don't/ 3know "Maybe because we know each other and also their family. But I don't know precisely.."

51	E	1Oh/ 2berarti/ 3kayak/ 4gak/ 5benar-an/ 6cut/ 7off/ 8trus/ 9gak/ 10kontak-an/ 11lagi/ 12tapi/ 13masih/14 bakalan...
		1 Oh/ 2 mean/ 3 like/ 4 not/ 5 correct-ADV/ 6 cut/ 7 off/ 8 then/ 9 not/ 10 contact-SUFFIX/ 11 again/ 12 but/ 13 still/14 going...
		"Hmm... it do not literally you cut off then you do not contact then. But, you contact again."
52	F	1kalau/ 2kamu?/ 3how/ 4about/ 5you?
		1if/ you?/ 3 how/ 4about/ 5you?
		"How about you?"
53	E	1kalo/ 2aku../ 3mutusin/ 4per>teman<an.../ 5kalo/ 6dari/ 7pihak/ 8aku/ 9sih/ 10gapernah,/ 11tapi/ 12pernah/ 13dalam/ 14satu/ 15grup/ 16itu/ 17kita..
		1 if/ 2 I../ 3 decide/ 4 <ship>friend.../ 5 if/ 6 from/ 7 parties/ 8 rigid/ 9 anyway/ 10 never,/ 11 but/ 12 ever/ 13 in/ 14 one/ 15 group/ 16 that/ 17 we..
		"I never cut off it, but it ever happened in my group."
54	E	1waktu/ 2itu/ 3kita/ 4kan/ 5ber-tiga,/ 6trus/ 7kita/ 8kayak/ 9merasa/ 10stop/ 11friendship,/ 12so/ 13we/ 14cut/ 15off/ 16dan/ 17kita/ 18ga/ 19temen-an/ 20lagi..
		1 time/ 2 that/ 3 we/ 4right/ 5 group of-three/ 6 then/ 7we/ 8 like/ 9 feel/ 10 stop/ 11 friendship,/ 12 so/ 13 we/ 14 cut/ 15 off/ 16 and/ 17 we/ 18 not/ 19 friend-SUFFIX/ 20 more..
		"At that time, we are three people, then we feel like we should cut off it and not friends again."
55	E	1yang/ 2satu/ 3lagi/ 4pergi/ 5karna/ 6kan/ 7yang/ 8satu/ 9pergi/ 10ke/ 11Kanada,/ 12karna/ 13kan/ 14lulus-lulusan/ 15waktu/ 16SD,/ 17trus/ 18yang/ 19satu/ 20lagi/ 21pergi/ 22ke/ 23China,/ 24yang/ 25satu/ 26masih/ 27di/ 28sini,/ 29tapi/ 30kita/ 31udah/ 32gak/ 33kompak-an/ 34lagi.
		1 that/ 2 one/ 3 again/ 4 go/ 5 because/ 6 right/ 7 that/ 8 one/ 9 go/ 10 to/ 11 Canada,/ 12 because/ 13 right/ 14 graduates/ 15 time/ 16 Elementary school,/ 17 then/ 18 that / 19 one/ 20 more/ 21 go/ 22 to/ 23 China, / 24 that/ 25 one/ 26 still/ 27 in/ 28 here,/ 29 but/ 30 us/ 31 already/ 32 not/ 33 compact-SUFFIX/ 34 again.
		"One go to Canada after elementary graduation, one other go to China, and the one other, still stay in here, but we already not compact each other."
56	E	1tapi/ 2pas/ 3dia/ 4balik/ 5sini,/ 6cuman/ 7ngobrol/ 8untuk/ 9post/

		10di/ 11instagram,/ 12tapi/ 13kalau/ 14untuk/ 15ketemu/ 16lagi/ 17itu/ 18udah/ 19ngga/ 20pernah...
		1 but/ 2 fit/ 3 he/she/ 4 back/ 5 here,/ 6 only/ 7 chat/ 8for/ 9 post/ 10 in/ 11 instagram,/ 12 but/ 13 if/ 14 for/ 15 meet/ 16 again/ 17 that/ 18 already/ 19 not/ 20 ever...
		“However, when they come back here, we only chat on Instagram, but for meet, we never.”
57	E	1konteks/ 2baik-nya/ 3itu/ 4bukan/ 5yang/ 6kita/ 7baik/ 8trus/ 9kita/ 10temen-an./ 11lagi,/ 12chat-an/ 13kayak/ 14dulu,/ 15tapi/ 16cuma/ 17yaudahlah/ 18ya..
		1 context/ 2 good-DEF/ 3 that/ 4 not/ 5 that/ 6 we/ 7 good/ 8 then/ 9 we / 10 friend-PL./ 11 again,/ 12 chat-SUFFIX/ 13 like/ 14 Formerly,/ 15 but/ 16 just/ 17 done/ 18 yeah..
		“The context is not we are kind so we friends again, but let it go...”
58	E	1udah/ 2masa/ 3lalu/ 4gitu....
		1 already/ 2 period/ 3 then/ 4 that....
		“It already pass.”
59	F	1I/ 2see../ 3lu/ 4ngomong/ 5kayak/ 6gitu,/ 7gua/ 8jadi/ 9ter-ingat...
		1I/ 2 see../ 3you/ talk/ like/ that,/ 7I/ 8so/ 9 PREFIX-remember...
		“I see... you talk about it, I remember, but I do not whether I cut off or not.”
60	F	1I/ 2think/ 3I/ 4don't/ 5know/ 6if/ 7it/ 8me-mutus-kan/ 9hubung-an/ 10per>teman<an,/ 11tapi....
		1I/ 2think/ 3I/ 4don't/ 5know/ 6if/ 7it/ 8AV-break-APL/ 9connect-SUFFIX/ 10<ship>friend,/ 11but....
		“”
61	F	1Jadi,/ 2waktu/ 4SD,/ 5for/ 6some/ 7reason/ 8ada/ 9juga/ 10ya/ 11drama-nya.../ 12kan
		1 So,/ 2 times/ 4Elementary school,/ 5for/ 6some/ 7 reasons/ 8 there/ 9 also/ 10 yeah/ 11 drama-DEF.../ 12 right
		“So, when elementary, for some reason, there is a drama between us.”
62	F	1gua/ 2kan/ 3dulu/ 4suka/ 5kena/ 6bully/ 7ya/ 8kan/ 9trus/ 10di-bully-nya/ 11itu/ 12sama/ 13temen/ 14sendiri.
		1 I/ 2 right/ 3 formerly/ 4 like/ 5 hit/ 6 bully/ 7 yeah/ 8 right/ 9 then/ 10 PFOC-bully-DEF/ 11 that/ 12 same/ 13 friends/ 14 alone.
		“I was bullied, but it comes from my friends.”
63	E	1 진짜?

		1oh yeah? "Really?"
64	F	1l/ 2don't/ 3know/ 4waktu/ 5itu../ 6tapi/ 7ter-akhir,/ 8SMP,/ 9ya/ 10gitulah 11 maksud-nya.../ 12mungkin/ 13waktu/ 14itu/ 15gua/ 16masih/ 17men-jalin/ 18per>teman<an/ 19karna/ 20gua/ 21mikir-nya/ "22oh/ 23bisa/ 24lama/ 25nih/ 26ber-teman-nya../ 27kalo/ 28bisa/ 29sampe/ 30kuliah/ 31bertemannya../ 32oh/ 33keren" 1l/ 2don't/ 3know/ 4times/ 5that../ 6but/ 7PREFIX-end,/ 8junior highschool,/ 9yeah/ 10that/ 11 mean-DEF../ 12maybe/ 13times/ 14that/ 15l/ 16still/ 17AV-intertwine/ 18<ship>friend/ 19because/ 20l/ 21think-DEF/ "22oh/ 23can/ 12long/ 25nih/ 26PREFIX-friend-DEF/ 27if/ 28can/ 29to/ 30college/ 31 RECP-friend-DEF../ 32oh/ 33cool" "I don't know at that time, but at the end of junior high school, I still friends with them because I think that we can friends for long time maybe until we are in university, it is amazing."
65	F	1 maksud-nya/ 2kek.../ 3ngerti/ 4ga-sih? 1 mean-DEF / 2 like.../ 3 understand/ 4 ACCUSATIVE? "Do you understand?"
66	F	1oh/ 2lama/ 3gitu/ 4temen-an-nya,/ 5tapi/ 6trus/ 7lama/ 8lama/ 9gua/ 10mikir/ 11ngapain/ 12juga/ 13ya...? 1 oh/ 2 long/ 3 that/ 4 friend-PL-DEF,/ 5 but/ 6 then/ 7 long/ 8 long/ 9 l/ 10 think/ 11 what are you doing/ 12 also/ 13 yes...? "I think it will goes for long time, but I think it is useless."
67	E	1l/ 2still/ 3follow/ 4them,/ 5aku/ 6udah/ 7ngga/ 8engage/ 9konten/ 10mereka/ 11di/ 12sosial/ 13media... 1l/ 2still/ 3follow/ 4them,/ 5l/ 6already/ 7not/ 8engage/ 9content/ 10them/ 11in/ 12social/ 13media... "I still follow them, I do not engage them in media social."